



LORAS COLLEGE™

1450 ALTA VISTA STREET
DUBUQUE, IOWA 52001
Telephone: 563-588-7100

Loras College reserves the right to change its academic programs, policies, courses, schedules or calendar. Although such changes are not limited to the following, they may include some or all of these items: Loras may modify or eliminate institutes, programs, majors, courses, tuition or fees; reschedule classes without extending the announced academic term; cancel classes or other academic activities; change academic program requirements.

UNDERGRADUATE BULLETIN 2018-2019

Volume XCI

Last Updated: August 2018

Loras College does not discriminate on the basis of age, gender, creed, ethnic or national origin, or disability.

LORAS COLLEGE ACADEMIC CALENDAR

Current calendars, including summer terms, are available online at:

<https://lorasedu.sharepoint.com/Academics/IQ>

TABLE OF CONTENTS

LORAS COLLEGE ACADEMIC CALENDAR.....	2
ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS.....	10
GENERAL INFORMATION	12
MISSION	12
VISION	12
VALUES.....	12
DISPOSITIONS.....	12
INSTITUTIONAL LEARNING OUTCOMES	12
HISTORY	13
THE LIBERAL ARTS GENERAL EDUCATION PROGRAM.....	14
THE LORAS ENVIRONMENT.....	14
ACADEMIC RESOURCE CENTER	14
<i>LORAS LIBRARY.....</i>	<i>15</i>
DU TECH SERVICES.....	15
<i>LORAS COLLEGE SPECIFIC 1:1 TECHNOLOGY SERVICES.....</i>	<i>15</i>
<i>NETWORK.....</i>	<i>15</i>
<i>RESOURCES</i>	<i>16</i>
NONDISCRIMINATION POLICIES: RACE, DISABILITY, GENDER.....	16
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYMENT	16
STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY	16
POLICY AGAINST SEXUAL HARASSMENT	17
FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974.....	17
ADMISSION POLICY	19
REQUIREMENTS	19
<i>GENERAL ENTRANCE REQUIREMENTS.....</i>	<i>19</i>
<i>DIVISION & PROGRAM ENTRANCE REQUIREMENTS</i>	<i>20</i>
APPLICATION PROCEDURE	20
<i>FIRST YEAR STUDENTS.....</i>	<i>20</i>
<i>TRANSFER STUDENTS.....</i>	<i>21</i>
<i>INTERNATIONAL STUDENTS.....</i>	<i>21</i>
<i>RETURNING STUDENTS.....</i>	<i>22</i>
<i>SECOND MAJOR POLICY.....</i>	<i>22</i>
<i>SECOND DEGREE STUDENTS.....</i>	<i>23</i>
<i>SPECIAL STUDENTS.....</i>	<i>23</i>
<i>ST. PIUS X SEMINARY PROGRAM</i>	<i>24</i>
TUITION AND FEES	25
<i>PAYMENT OF FEES.....</i>	<i>25</i>
INSURANCE	26
STUDENT FINANCIAL PLANNING	26
FINANCIAL AID POLICY	26
<i>RETURN OF TITLE IV FUNDS.....</i>	<i>26</i>

RETURN OF LORAS COLLEGE AND STATE AID	27
STUDENT FINANCIAL ASSISTANCE.....	27
LORAS SCHOLARSHIPS / AWARDS / GRANTS	27
FEDERAL GRANT PROGRAMS	28
FEDERAL PELL GRANTS.....	28
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)	28
FEDERAL TEACH GRANTS	28
STATE SCHOLARSHIP/GRANT PROGRAMS	28
IOWA TUITION GRANTS	28
EMPLOYMENT OPPORTUNITIES.....	28
LOAN PROGRAM	28
WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM.....	28
RENEWAL OF ASSISTANCE.....	29
ACADEMIC POLICIES	29
FORMULATION OF ACADEMIC POLICY	29
BULLETIN RIGHTS	29
CLASSIFICATION OF STUDENT	29
UNDERGRADUATE STUDENTS.....	29
SPECIAL STUDENTS.....	30
ADVISING	30
ACADEMIC ADVISORS.....	30
APPLYING FOR ACADEMIC MAJOR.....	30
ACADEMIC MINORS	30
REGISTRATION	31
TRI-COLLEGE CROSS-REGISTRATION	31
TRANSFER CREDIT	31
PROVIDING AN OFFICIAL TRANSCRIPT.....	31
GENERAL EDUCATION INFORMATION FOR TRANSFER STUDENTS.....	32
TRANSFER CREDIT RESTRICTIONS	33
APPEALING A TRANSFER EQUIVALENCY DECISION	34
SPECIAL PROCEDURES FOR INTERNATIONAL CREDIT	34
EXAMINATION CREDIT	34
STUDY ABROAD CREDIT	36
CLASS ATTENDANCE.....	36
POLICY ON CLASS ATTENDANCE AND COLLEGE SPONSORED EVENTS.....	37
STUDENTS	37
INSTRUCTORS.....	37
MODERATORS/COACHES	38
POLICY ON CLASS ATTENDANCE DURING JANUARY TERM.....	38
ADMINISTRATIVE DROP POLICY	38
DISRUPTIVE ACTIVITY	39
CLASS CANCELLATION	40
WITHDRAWAL FROM A COURSE	40
FALL AND SPRING SEMESTERS	40
JANUARY TERM.....	40
REPEATING A COURSE	40
ACADEMIC HONESTY POLICY	41

STATEMENT OF PURPOSE	41
CREATING ACADEMIC HONESTY WITHIN THE LEARNING ENVIRONMENT	41
FORMS OF ACADEMIC DISHONESTY AND MISCONDUCT.....	42
CONSEQUENCES FOR ACADEMIC DISHONESTY AND MISCONDUCT.....	43
PROCEDURES FOR ALLEGED ACADEMIC DISHONESTY	44
PROCEDURES FOR STUDENT APPEAL OF ACADEMIC DISHONESTY OFFENSES	45
INDEPENDENT STUDY POLICY AND GUIDELINES	46
INTERNSHIPS, PRACTICA, FIELD AND CLINICAL EXPERIENCES	46
GRADES	47
GRADING SYSTEM	47
GRADE POINT AVERAGE (GPA)	49
CHANGE OF GRADE POLICY	49
APPEALING A GRADE.....	49
STUDENT RECORDS	51
TRANSCRIPTS OF ACADEMIC RECORDS.....	51
METHODS FOR ORDERING LORAS TRANSCRIPTS	51
CLASS RANK.....	52
DEAN'S LIST	52
EXAMINATIONS.....	52
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY.....	52
APPEALS, FINANCIAL AID PROBATION, AND ACADEMIC PLANS.....	53
RE-ESTABLISHING AID ELIGIBILITY	54
SCHOLASTIC WARNING, PROBATION AND DISMISSAL	54
DISMISSALS AND MEDICAL WITHDRAWALS	54
ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES	55
WITHDRAWAL FROM THE COLLEGE.....	57
SUMMER SESSION.....	57
POLICY ON ADMISSION OF UNDERGRADUATES TO GRADUATE COURSES.....	57
ASSESSMENT REQUIREMENTS	57
DEGREE REQUIREMENTS.....	58
JANUARY TERM REQUIREMENT.....	58
GRADUATION	58
POLICY ON PARTICIPATION IN GRADUATION CEREMONIES.....	58
GRADUATION HONORS.....	59
THE LORAS COLLEGE GENERAL EDUCATION CURRICULUM	59
GOALS AND PHILOSOPHY.....	59
GENERAL EDUCATION REQUIREMENTS (TOTAL CREDITS=35-36)	61
FOUNDATIONAL COURSES: 12-13 CREDITS.....	61
MISSION COURSES: 6 CREDITS	61
ADVANCED GENERAL EDUCATION COURSES: 15-16 CREDITS.....	61
FOUNDATIONAL COURSES	64
COURSES THAT SATISFY THE MODES OF INQUIRY-FI REQUIREMENT.....	64
COURSES THAT SATISFY THE COLLEGE WRITING-FW REQUIREMENT	64
COURSES THAT SATISFY THE REQUIREMENT FOR COMMUNICATION-FS REQUIREMENT.....	64
COURSES THAT SATISFY THE MATHEMATICAL MODELING-FM REQUIREMENT	64
MISSION COURSES	64
COURSES THAT SATISFY THE DEMOCRACY & DIVERSITY-MD REQUIREMENT.....	64

<i>COURSES THAT SATISFY THE CATHOLIC TRADITION-MC REQUIREMENT</i>	64
ADVANCED GENERAL EDUCATION COURSES	65
<i>COURSES THAT SATISFY THE AESTHETIC DIMENSION-AA REQUIREMENT</i>	65
<i>COURSES THAT SATISFY THE CULTURAL TRADITIONS-AC REQUIREMENT</i>	65
<i>COURSES THAT SATISFY THE HUMANITY IN THE PHYSICAL UNIVERSE-AH REQUIREMENT</i>	66
<i>COURSES THAT SATISFY THE IDENTITY AND COMMUNITY-AI REQUIREMENT</i>	67
<i>COURSES THAT SATISFY THE VALUES AND DECISION MAKING-AV REQUIREMENT</i>	67
PORTFOLIO COURSE	68
<i>COURSE THAT SATISFIES THE PORTFOLIO-PJ REQUIREMENT</i>	68
JANUARY TERM	68
SPECIAL ACADEMIC PROGRAMS AND MAJORS.....	70
THE BREITBACH CATHOLIC THINKERS AND LEADERS PROGRAM	70
<i>PROGRAM REQUIREMENTS</i>	70
LORAS COLLEGE HONORS PROGRAM	71
<i>HONORS PROGRAM MISSION STATEMENT</i>	71
<i>HONORS DEGREE REQUIREMENTS</i>	71
CENTER FOR EXPERIENTIAL LEARNING (CEL).....	72
PRE-PROFESSIONAL PROGRAMS AND ADVISING	73
<i>PRE-LAW</i>	73
<i>PRE-HEALTH PROFESSIONS</i>	73
<i>MILITARY SCIENCE MAJOR AND ROTC PROGRAM</i>	73
<i>INDIVIDUALIZED MAJORS</i>	73
ACADEMIC DIVISIONS AND PROGRAMS.....	74
ACADEMIC PROGRAMS OF STUDY	75
ACCOUNTING	76
APPLIED PHYSICS.....	77
ATHLETIC TRAINING	78
BIOLOGY.....	79
BUSINESS ADMINISTRATION.....	82
BUSINESS ANALYTICS	84
CATHOLIC STUDIES.....	86
CHEMISTRY.....	87
COMPUTER SCIENCE	92
CRIMINAL JUSTICE.....	93
ECONOMICS	94
ENGINEERING.....	96
ENGLISH	100
FINANCE	106
FINANCIAL PLANNING AND WEALTH MANAGEMENT.....	108
GENDER STUDIES.....	109
HISTORY	109
INTERNATIONAL STUDIES	112
IRISH STUDIES.....	114
KINESIOLOGY.....	115
MANAGEMENT INFORMATION SYSTEMS	117
MARKETING.....	119

MATHEMATICS.....	120
MEDIA STUDIES.....	122
MUSIC.....	124
NEUROSCIENCE.....	129
PEACE AND JUSTICE.....	131
PHILOSOPHY.....	132
POLITICS.....	135
PSYCHOLOGY.....	137
PUBLIC RELATIONS.....	139
RELIGIOUS STUDIES AND THEOLOGY.....	140
SOCIAL WORK.....	143
SOCIOLOGY.....	146
SPANISH.....	147
SPORT MANAGEMENT.....	149
TEACHER EDUCATION.....	150
COURSE DESCRIPTIONS.....	157
ACCOUNTING.....	157
ATHLETIC TRAINING.....	158
BIOLOGY.....	160
BUSINESS.....	166
BUSINESS ANALYTICS.....	170
CATHOLIC THINKERS & LEADERS.....	171
CHEMISTRY.....	173
COMMUNICATION ARTS.....	178
COMPUTING & INFORMATION TECHNOLOGY.....	183
CRIMINAL JUSTICE.....	186
ECONOMICS.....	188
ENGINEERING.....	190
ENGLISH.....	193
EXPERIENTIAL LEARNING.....	202
FINANCIAL PLANNING AND WEALTH MANAGEMENT (CFP).....	204
GREEK/LATIN LANGUAGE.....	205
HONORS.....	206
HISTORY.....	207
INTERNATIONAL STUDIES.....	214
KINESIOLOGY.....	215
LIBERAL ARTS.....	218
MATHEMATICS.....	221
MUSIC.....	223
NEUROSCIENCE.....	226
PHILOSOPHY.....	228
PHYSICS.....	231
POLITICS.....	232
PSYCHOLOGY.....	235
RELIGIOUS STUDIES AND THEOLOGY.....	238
SOCIAL WORK.....	243
SOCIOLOGY.....	245

SPANISH	248
SPANISH-SPEAKING WORLD.....	251
SPORT MANAGEMENT	252
TEACHER EDUCATION	254
STUDENT LIFE AND CAMPUS RESOURCES.....	261
HEADWATERS ACADEMIC SUCCESS CENTER.....	261
THE LYNCH LEARNING CENTER.....	261
STUDENT DEVELOPMENT.....	262
MISSION STATEMENT.....	262
SPRITUAL LIFE AT LORAS COLLEGE	263
SPIRITUAL LIFE	263
SERVICE, JUSTICE AND PEACE OPPORTUNITIES.....	263
STUDENT LIFE OFFICE.....	264
COLLEGE ACTIVITIES BOARD	264
STUDENT ORGANIZATIONS.....	264
DINING SERVICES	264
COUNSELING CENTER.....	264
HEALTH CENTER	265
SERVICES	265
AIR CONDITIONERS	265
CONFIDENTIALITY.....	265
ELEVATOR KEYS.....	265
HEALTH INSURANCE.....	265
HEALTH REQUIREMENTS FOR STUDENTS	266
MEDICAL WITHDRAWAL	267
MISSED CLASS POLICY	267
TRANSPORTATION TO CLASS OR TO HEALTHCARE FACILITIES.....	267
OFFICE OF INTERCULTURAL PROGRAMS.....	267
RESIDENCE LIFE	268
ON CAMPUS RESERVATIONS.....	269
ON CAMPUS RESIDENTIAL FACILITIES.....	269
HOUSING FOR MARRIED STUDENTS OR STUDENTS WITH FAMILIES.....	269
CAMPUS SAFETY.....	270
STUDENT UNION	270
HONOR SOCIETIES.....	270
INTERCOLLEGIATE ATHLETICS	271
INTRAMURALS.....	271
MUSICAL ORGANIZATIONS	271
PUBLICATIONS.....	272
BROADCASTING	272
BARNES AND NOBLE BOOKSTORE.....	273
LEADERSHIP ADMINISTRATION FACULTY AND STAFF	274
BOARD OF REGENTS.....	274
REGENTS EMERITI	275
LORAS COLLEGE ADMINISTRATION.....	276
ACADEMIC AFFAIRS.....	277

PROFESSORS EMERITI 280
FACULTY 281

ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS

Loras College is accredited by the Higher Learning Commission. In addition to regional accreditation, a number of specific academic programs are accredited through external professional organizations. The undergraduate Teacher Education Program is accredited by the Iowa Department of Education. The Council on Social Work Education has accredited the social work major at the baccalaureate level. The Commission on Accreditation of Athletic Training Education (CAATE) has accredited the undergraduate athletic training program and the Engineering program is accredited by the Engineering Accreditation Commission of ABET. Loras College is also on the list of colleges approved by the Association of American Universities.

Loras holds membership in the following professional associations:

American Association of Catholic Colleges & Universities

1 Dupont Circle, Suite 650
Washington, DC 20036
<http://www.accunet.org/>
Telephone: (202) 457-0650
Fax: (202) 728-0977

Council of Independent Colleges

One Dupont Circle, N.W., Suite 320
Washington, DC 20036-1142
<http://www.cic.edu/>
Telephone: (202) 466-7230
Fax: (202) 466-7238

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
<http://www.higherlearningcommission.org/>
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462

Iowa Academy of Science

175 Baker Hall - UNI
Cedar Falls, IA 50614-0508
Phone: 319-273-2021
Fax: 319-273-2807
Email: iascience@uni.edu

Iowa Association of Colleges for Teacher Education

Deanna Stoube, President 2018-2019
St. Ambrose University
<http://iowacte.org/>
Email: stoubedeannam@sau.edu

Iowa Association of Independent Colleges & Universities

505 5th Avenue, Suite 1030

Des Moines, IA 50309

<http://www.iaicu-icf.edu/>

Telephone: (515) 282-3175

Fax: (515) 282-9508

Iowa College Foundation

505 5th Avenue, Suite 1034

Des Moines, IA 50309

<http://www.iowacollegefoundation.org/>

Telephone: (515) 282-0473

Fax: (515) 282-9508

National Association of Independent Colleges & Universities

1025 Connecticut Avenue, N.W., Suite 700

Washington, D.C. 20036-5405

<http://www.naicu.edu/>

Telephone: (202) 785-8866

Fax: (202) 835-0003

GENERAL INFORMATION

MISSION

Loras, as a Catholic liberal arts college, creates a community of active learners, reflective thinkers, ethical decision-makers and responsible contributors in diverse professional, social and religious roles.

VISION

Inspired by the Catholic intellectual tradition and rooted in the transformative power of learning, Loras enriches lives and serves humanity.

VALUES

The Loras College community embraces core values that define the way we work, behave and relate with others.

- **Truth:** We are dedicated to the pursuit and communication of truth. We rely on the integrity of each individual to create a community that engages freely and creatively in the search for truth and grapples joyfully with intellectual and moral issues.
- **Respect:** We cherish and treat each person as an individual created in the image and likeness of God. We value the dignity, diversity and uniqueness of each person.
- **Responsibility:** Individuals are responsible for their own actions and for the common good.
- **Excellence:** We strive for excellence in teaching and in every other aspect of the Loras experience.
- **Service:** We encourage each member of the Loras community to serve others in an extraordinary way.

DISPOSITIONS

- **Active learners** want to learn. They are curious about the world and seek to make sense of their experiences. Loras students demonstrate their ability to learn in active ways.
- **Reflective thinkers** display insight. They take into account their own dispositions and biases as they think creatively and critically. Loras students demonstrate their ability to think in a reflective manner.
- **Ethical decision-makers** discern religious, cultural and personal values in order to act with justice and compassion. Loras students demonstrate their ability to decide matters ethically.
- **Responsible contributors** to professions, societies and religious communities develop their talents and share them with others in ways that respect a global environment and are sensitive to cultural differences. Loras students demonstrate that they contribute in responsible ways.

INSTITUTIONAL LEARNING OUTCOMES

- **ILO #1:** Students will think critically and creatively.
- **ILO #2:** Students will communicate ideas and information effectively to diverse audiences using a variety of methods.
- **ILO #3:** Students will demonstrate depth of knowledge in an academic discipline.
- **ILO #4:** Students will integrate knowledge from multiple disciplines and diverse experiences to comprehensively address complex issues and challenges.
- **ILO #5:** Students will thoughtfully examine their life's purpose in relation to their personal talents and the needs of communities.

- **ILO #6:** Students will engage personal, professional, social, and global concerns with principled ethical judgements guided by reason, justice, and compassion.
- **ILO #7:** Students will apply knowledge of diverse contexts and cultural competencies to advance human dignity and serve the common good through inclusive and equitable communities.

Loras College's Mission Based Institutional Learning Outcomes				
The Loras College Dispositions	Active Learners want to learn. They are curious about the world and seek to make sense of their experiences.	Reflective Thinkers display insight. They take into account their own dispositions and biases as they think creatively and critically.	Ethical Decision Makers discern religious, cultural, and personal values in order to act with justice and compassion.	Responsible Contributors develop their talents and share them with others in ways that respect a global environment and are sensitive to cultural differences.
Dispositions reflect Loras' Catholic liberal arts identity.	Learning through inquiry and engagement	Discovering purpose and meaning	Choosing compassion and justice	Leading for the common good
Learning Outcomes connect holistic learning to Loras' identity.	ILO #4: Students will integrate knowledge from multiple disciplines and diverse experiences to comprehensively address complex issues and challenges.	ILO #5: Students will thoughtfully examine their life's purpose in relation to their personal talents and the needs of communities.	ILO #6: Students will engage personal, professional, social, and global concerns with principled ethical judgements guided by reason, justice, and compassion.	ILO #7: Students will apply knowledge of diverse contexts and cultural competencies to advance human dignity and serve the common good through inclusive and equitable communities.
	ILO #3: Students will demonstrate depth of knowledge in an academic discipline.			
Skills create the possibility for successfully achieving advanced ILOs.	ILO #2: Students will communicate ideas and information effectively to diverse audiences using a variety of methods. ILO #1: Students will think critically and creatively.			

HISTORY

Iowa's oldest college, Loras is at home on 60 acres atop the highest bluff of historic Dubuque, overlooking the Mississippi River at the junction of the states of Iowa, Illinois, and Wisconsin. The campus is situated in a residential area, 10 blocks from the center of the downtown area, and is only a three and one-half hour drive from Chicago, and a similar distance from Des Moines and the Twin Cities.

Loras College was founded in 1839 by the Most Rev. Mathias Loras, first bishop of Dubuque, who established St. Raphael Seminary to educate young men for the priesthood, but with the expressed intention also of providing an opportunity for higher education to the citizens of the area. The College has functioned under several names (St. Raphael Seminary, Mt. St. Bernard, St. Joseph College, Dubuque College and Columbia College), finally adopting its present name during its centennial in 1939. From the time of its founding, the College devoted its faculty and facilities to an undergraduate program; it conferred the Associate of Arts, Bachelor of Arts, Bachelor of Music and Bachelor of Science degrees. From 1934 until 1963, the Catholic University of America conducted on the Loras campus a Midwest branch of graduate studies – Loras College furnished the facilities and was financial responsible, while the Catholic University of America controlled and staffed the program. In 1963, the Catholic University of American discontinued its several branch programs. Realizing

that the need for the kind of educational opportunities made available through Loras College had increased since 1934, the College petitioned the North Central Association for preliminary approval to offer graduate work leading to a master's degree in the areas of Education, English, History, and Latin. Preliminary accreditation was granted in June of 1964, and final accreditation granted in 1970. The College became coeducational in the fall of 1971.

THE LIBERAL ARTS GENERAL EDUCATION PROGRAM

Loras College has a long tradition of offering a broad-based liberal arts education along with preparation for professions and careers. Both are needed for an increasingly complex and rapidly changing world. The liberal arts tradition thrives at Loras in the general education curriculum which is part of every student's studies at the College. The model for a liberal arts education began in the ancient worlds of Greece and Rome, was refined during the Renaissance, and continues today although in different ways. Within that long tradition, several ideas are constant: liberal learning encourages critical and imaginative thinking; it helps develop judgment, and it prepares individuals for leadership and responsibility in many areas of life.

The general education curriculum at Loras introduces and develops the elements associated with the liberal arts across the four years of the full-time baccalaureate program. It is designed to introduce and develop important intellectual skills, including understanding multiple approaches to learning and the broad spectrum of knowledge and information that is part of the contemporary world. Beginning with the Modes of Inquiry course, students develop the capacities for active learning and reflective thinking key dispositions for intellectual and personal development. Additional foundational courses focus on the essential tools of analysis, writing, speaking, research, and presentation of information. Because Loras is a Catholic liberal arts college, the general education curriculum includes academic work on both Catholic identity and democratic citizenship in global context in the mission courses. At the Advanced level, courses related to five themes aesthetics, cultural traditions, identity and community, humanity and the physical universe, and values and decisions are designed to deepen student understanding of disciplinary areas of knowledge and of the interdisciplinary approaches needed to address complex concepts and issues. Key dispositions related to mission and advanced courses are ethical decision-making and responsible-contributing.

By pursuing one of the more than 35 majors, students will engage deeply in one area of knowledge, its field of inquiry, major concepts, methodology, and application. Experiential learning approaches explicitly tie the classroom experience with applications outside the classroom. Opportunities for experiential learning exist in every January term course, internships, research, study away and abroad opportunities, throughout the majors programs and general education curriculum.

THE LORAS ENVIRONMENT

ACADEMIC RESOURCE CENTER

The Academic Resource Center opened in 2002 and houses the Loras College Library, the Center for Dubuque History and the archives of Loras College, the Headwaters Academic Support Center [which includes the Writing Center, offices for the Honors Program, and the Lynch Learning Center], the Center for Learning and Teaching, and the Barnes and Noble bookstore.

LORAS LIBRARY

An integral part of any strong academic program is an excellent library. The Loras College Library, located in the Academic Resource Center, fulfills this purpose at Loras. Students, faculty, staff, and administrators alike are served by the extensive research and study facilities.

The Library's collections provide access to 300,000+ books, 130,000+ eBooks, 39,000+ online periodicals, 100+ electronic databases, a variety of DVDs and popular reading items, a document depository for both the United States government and the State of Iowa, and an excellent collection of rare books and other unique items in its Special Collections.

The Loras Library houses group study rooms for students engaged in collaborative learning, private study rooms for concentrated, uninterrupted work, and different kinds of seating including couches, comfy chairs, tables, study carrels, and three classrooms. As part of a laptop campus, the library offers a networked printer, 4 desktop computers, scanners, a photocopier, and laptop power cords and external DVD drives to borrow.

Librarians provide assistance with getting started with a paper, finding the right database and search strategies, finding sources and online Research Guides for every major. It is possible to get in touch with a librarian by scheduling an appointment through email, chat, or phone.

DuTECH SERVICES

LORAS COLLEGE SPECIFIC 1:1 TECHNOLOGY SERVICES

Loras College offers robust technology services to all students. As a Loras student, you will receive technology services along with a personal Loras College owned laptop with accompanying warranty and accidental damage coverage, along with access to: networks, wireless internet, software, major-specific technology labs, printers, help desk, and network support.

SERVICES

- Up-to-Date: Loras laptops are replaced every two years
- Warranty and Accidental Damage Protection: Loras provides this coverage
- Standardization: All Loras laptops and systems are standardized
 - Easy to share documents are included
 - Updates are automatically provided

NETWORK

Loras College offers wireless network access in all of the classrooms, in the Academic Resource Center, in the labs, in campus-owned houses, in all residence halls, and in common areas on campus. Simply stated, wireless internet access is available in approximately 99% of the indoor locations on campus. Every residence hall room has 1 Gbps switched Ethernet connections as well as wireless connectivity. Most technology resources are available off campus via the internet as well as on campus.

- 24x7 Network Access: To Academic Systems, Programs, Software, and Server Storage
- Campus-wide Wireless: Internet Access 24 x 7
- Network Equipment: Servers, SAN, Firewall, Security Equipment, and Software

RESOURCES

In addition to the laptop, all students have access to:

- ELearn (course management solution)
- Anti-virus Software
- Network Web space to create personal web pages (for specific classes)
- Microsoft Office 365 (featuring access anywhere, anytime, on any device)
- Many major-specific software solutions and free upgrades
- Mathematica software for math classes
- SPSS for statistics
- Outlook web for email

NONDISCRIMINATION POLICIES: RACE, DISABILITY, GENDER

Loras College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Loras College does not discriminate against any individual on the basis of qualified disability or gender in its admission or access to, or treatment of, or employment in its educational programs or activities. Loras College is required by Section 504 of the Rehabilitation Act of 1973 and by Title IX, and the Americans with Disabilities Act of 1990 not to discriminate in such a manner.

Inquiries concerning the application of Section 504 of the Rehabilitation Act of 1973, Title IX, and the Americans with Disabilities Act of 1990 to Loras College may be referred to Coordinator, Box 124, Loras College, or to the Director of the Office for Civil Rights of the Department of Health and Human Services.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYMENT

Loras College is in compliance with the Affirmative Action and Equal Employment Opportunity laws as required by the state of Iowa and the federal government. Loras College does not discriminate on the basis of gender, race, color, age, nationality, ethnic origin or handicapping condition in the educational programs which it operates or in its employment policies, practice and procedures. Inquiries regarding Affirmative Action and Equal Employment Opportunity may be addressed to Affirmative Action Officer, Box 124, Loras College.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY

Loras College is in compliance with the Student Right-to-Know and Campus Security Act (Federal Law 101-542/State House File 2028). A written policy addressing the areas of counseling, campus security, education, and the accurate and prompt reporting as relating to sexual abuse has been formulated and distributed as required. A copy of the policy and report may be obtained by contacting the Department of Campus Safety or Dean of Students or can be found online at <http://myweb.loras.edu/Loras/PDF/clery-report.pdf>.

POLICY AGAINST SEXUAL HARASSMENT

Loras College is committed to having a positive learning and working environment for its students and employees and will not tolerate sexual discrimination or sexual harassment. This principle is consistent with the mission of the College that “recognizes the human dignity of each individual and challenges men and women to grow with purpose and direction.” Sexual Harassment is demeaning, degrading, and can have a negative impact on a person’s performance at work or in class. Sexual harassment will not be tolerated. Disciplinary sanctions will be taken up to and including discharge for College employees and expulsion of students. Academic presentations of the Catholic Church’s moral teaching regarding sexuality are very appropriate and consistent with the College’s mission, and may not be claimed as violations of this policy.

The complete policy is available in both the Student Handbook and Staff Handbook (available on the Human Resources Portal page.

Student handbook: <http://loras.edu/Campus-Life/Student-Handbook.aspx>

Staff Handbook: <https://lorasedu.sharepoint.com/AdministrativeOffices/HR>

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

- 1) The right to inspect and review the student's education records within 45 days after the day Loras College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Loras College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Loras College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII

from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Loras College.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Loras College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to the following individuals and in the following circumstances:

- To other school officials, including teachers, within Loras College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the Loras College has designated as “directory information” under §99.37. (§99.31(a)(11)) include the following:
 - a. Name
 - b. Local address
 - c. Honors and awards
 - d. Email address
 - e. Birthdate (month only)
 - f. Major fields of study
 - g. Last date of attendance
 - h. Current academic classification
 - i. Enrollment status
 - j. Recognized activities or sports
 - k. Participation in officially recognized organizations, activities and sports
 - l. Weight and height of student participating in officially recognized sports
 - m. Damage charges and costs
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

FERPA Contacts

Student Academic Records – Michael Friend, Registrar, michael.friend@loras.edu

Student Development Records – Dr. Arthur W. Sunleaf, Vice President for Student Development, arthur.sunleaf@loras.edu

ADMISSION POLICY

REQUIREMENTS

GENERAL ENTRANCE REQUIREMENTS

Students who apply for admission to Loras College are considered on the basis of probable success, determined by academic coursework and achievement in secondary school, aptitude scores, references and other relevant information.

Loras evaluates admission applications throughout the year for fall semester or spring semester entrance. When all materials required for admission have been received, the application will then be reviewed. Applicants are notified of the decision on a rolling basis. Students accepted to Loras usually are graduates of a state-accredited high school and have completed a college preparatory curriculum.

Recommended study includes:

- Four years of English
- Three years of mathematics
- Three years of natural science
- Three years of social science
- Two years of additional academic courses (foreign language, additional natural science courses, etc.)

Generally, Loras College accepts students on the basis of six semesters of high school work with a cumulative high school grade point average of at least a 2.5 on a 4.0 scale. All incoming students must send a final high school transcript certifying their graduation to the Office of Admission prior to enrollment. All applicants are also required to submit an ACT or SAT test score. A minimum ACT composite score of 20 or a minimum SAT score of 1020 is required for admission.

Students who do not meet minimum admission requirements may be considered by the Admission Director on an individual basis. Students may be asked to submit seventh or eighth semester grades as well as a personal statement and letters of recommendation. Students who do not have a high school diploma must present the results of the GED exam, submit an ACT or SAT test score (unless the student has been out of high school five years or more), and submit a high school transcript(s) with all previous work. These standards do not apply to transfer students with a GED or who have successfully completed more than 14 semester credit hours of college work. Students transferring to Loras College should follow the guidelines for transfer student admission.

Loras College reserves the right to cancel the registration of any student who fails to fulfill properly and promptly all requirements for admission and registration, including any conditions specified for admission or readmission in individual cases.

DIVISION & PROGRAM ENTRANCE REQUIREMENTS

All students accepted for general admission to Loras College are responsible for providing appropriate materials and meeting requirements of the program/division in which they choose to major. Contact the Division or Program chair for information about additional requirements.

APPLICATION PROCEDURE

FIRST YEAR STUDENTS

First-time applicants to Loras College must forward the following items to the Office of Admission:

1. A completed Loras College Application for Admission
2. Official high school transcript(s) or GED certificate
3. An official score report from one of the following tests:
 - a. American College Test (ACT)
 - b. Scholastic Aptitude Test (SAT)
4. Personal statement (optional, or by request of the Admission Director)
5. Letter(s) of recommendation (optional, or by request of the Admission Director)

TRANSFER STUDENTS

Loras College welcomes the application of qualified students from accredited colleges or universities. Transfer applicants may be admitted to Loras if they present evidence of at least a 2.5 cumulative GPA (on a 4.0 scale) from the last college or university in which they were enrolled. College-level coursework that is comparable to the Loras College curriculum requirements and in which a minimum grade of “C” was earned is transferable to Loras. Students who do not meet the minimum transfer requirements may be reviewed by the Admission Director on an individual basis.

The transfer applicant must submit the following to the Office of Admission:

1. A completed Loras College Application for Admission
2. Official academic transcript(s) from each college/university attended
3. Official Financial Aid Transcript (FAT) from each college/university attended
4. Official high school transcript(s) with graduation date or GED certificate
5. Personal statement (optional, or by request of the Admission Director)
6. Letter(s) of recommendation (optional, or by request of the Admission Director)

It should be noted that transfer students who do not submit all official transcripts will be blocked from registering for their second term until such time as official transcripts are received.

Transfer applicants will receive an unofficial credit evaluation of previous college coursework at the time of acceptance. Students should contact their Admissions Representative for more information.

INTERNATIONAL STUDENTS

English Language Proficiency

Loras College requires international students to demonstrate a minimum level of English proficiency for undergraduate study.

Applicants for undergraduate programs must submit one of the official test scores below:

- TOEFL (Test of English as a Foreign Language)
 - Internet-based test – score of 80 or higher
 - Paper-based test – score of 550 or higher
- IELTS (International English Language Testing System)
 - 6.5 or higher
- SAT: 500 or higher on evidence-based Reading and Writing sections
- ACT: 21 or higher on both English and Reading sections
- AP Exam: 4 or higher in English Literature/Composition exams
- Transfer of 28 credits or more from an accredited U.S. college or university, with the equivalent of L.LIB 105 College Writing (a grade of B or above) and a cumulative GPA of 2.5 or higher

Proficiency scores must be sent directly to Loras College from the testing center and must not be more than 2 years old. The applicant’s file is not considered complete without the test scores.

Credit Evaluation for High School and/or College Coursework Completed Outside the U.S.

All international undergraduate applicants must order a foreign credential evaluation report showing the United States equivalency for a high school diploma earned in other countries. (Or, if the applicant has more than 14 transferrable foreign college credits, then the credential evaluation report should instead show the United States equivalency for the college coursework). Loras College accepts evaluations directly from either Educational Credential Evaluators, Inc. (<https://www.ece.org/ECE>) or Foreign Credits, Inc. (<https://www.foreigncredits.com/>). This evaluation will assist our Admission Office, advisors, and registrar in helping applicants meet their educational goals.

Applicants should contact Undergraduate Admissions if they have already received a foreign credential evaluation report from an organization other than ECE or Foreign Credits.

Because the external credential evaluations will require official transcript(s), applicants may submit an unofficial copy of their high school and/or college transcript(s) from each institution attended to Undergraduate Admissions in lieu of an official copy(ies).

If admitted, international students will be required to complete Loras College's Certification of Finances Form and submit a copy of their passport photo in order to start the I-20 process.

RETURNING STUDENTS

Any previously enrolled student who has been away from Loras College for more than one semester who wishes to return to Loras to complete his/her bachelor's degree must apply for readmission. Students participating in a Loras-approved foreign study semester are not required to apply for readmission.

All application materials must be on file in the Office of the Registrar at least 10 business days prior to the start of the term to be considered for readmission for that term. Returning students must submit the following materials to the Office of the Registrar:

1. A completed Loras College Application for Readmission (<http://myweb.loras.edu/Loras/PDF/RegistrarReadmit.pdf>)
2. An official academic transcript(s) from each college/university attended since withdrawal from Loras
3. Personal statement addressing the reasons for seeking readmission

The application materials may be submitted to the Office of the Registrar in one of the following ways:

- In person at Room 135, Keane Hall, Monday through Friday, 8:00 a.m. to 4:30 p.m.
- By mail: Office of the Registrar, Mail #1, Loras College, 1450 Alta Vista Street, Dubuque, IA 52001
- By email: Send as a pdf attachment to registrar@loras.edu

Previous admission is not a guarantee of readmission. In select cases, the student may be asked to provide additional information or to schedule a personal interview. Any student who has been away from Loras College for less than one semester should contact the Registrar at 135 Keane Hall or by calling 563-588-7106.

SECOND MAJOR POLICY

A person with a bachelor's degree from Loras College may not apply for an additional major and have that major added to his/her transcript after a degree has been conferred. Students who already

hold a bachelor's degree from any institution may seek admission as a Second Degree Student (see Second Degree Students under Admission Policy).

SECOND DEGREE STUDENTS

A student who possesses a bachelor's degree from another accredited institution and wishes to enroll at Loras to pursue an additional degree may seek admission as a Second Degree Student. Students who already hold a bachelor's degree from Loras College may not pursue a second degree of the same type (B.A. or B.S.) at Loras College.

Requirements for admission:

1. A completed Loras College Application for a Second Degree (<http://myweb.loras.edu/Loras/PDF/SecondDegreeApplication.pdf>).
2. Official transcript of previous degree(s) received.

Submit the application materials to the Office of the Registrar by one of the following methods:

- In person, to Room 135 Keane Hall between the hours of 8:00 a.m. and 4:30 p.m.
- By fax to Office of the Registrar, (563) 588-4962
- By U.S. post to Office of the Registrar, Mail #1, Loras College, 1450 Alta Vista St., Dubuque, IA 52001
- By email: Send as a pdf attachment to registrar@loras.edu

All application materials must be on file in the Office of the Registrar at least 10 days prior to the start of the term to be considered for admission for that term.

Requirements for degree:

- Be admitted to Loras College
- Be accepted as a major
- Earn at least 30 credit hours in residence at Loras College
- Fulfill all of the requirements for the major. If previous courses satisfy some of the major requirements, the division will designate courses from other areas that will enhance the major.

A holder of a B.A. or B.S. degree from another accredited institution is considered to have satisfied all the Loras general education requirements.

SPECIAL STUDENTS

A Special Student is any student who is not pursuing a degree, as well as any student who is 16 years of age or older, but has not yet obtained their high school diploma. Students under the age of 16 are not admitted to Loras College.

Students pursuing admission as a special student must submit:

1. A completed Loras College Special Student application. The application can be downloaded using the following web link:
<http://myweb.loras.edu/Loras/PDF/ApplicationForSpecialStudent.pdf>
2. A nonrefundable application fee
3. Transcript or statement of good academic and social standing from the last school attended (for undergraduates)
4. Transcripts from all institutions attended

Students will be notified by the Registrar's Office when they can register.

A special student who has not received a bachelor's degree is limited to attendance in a single term and a maximum of 11 credits. Any student who wishes to enroll in an additional term or exceed 11 credits may not register for courses until he/she has reapplied to the college and has been accepted as a degree seeking student.

A special student who is pursuing coursework beyond the bachelor's degree has no restrictions on the number of terms or credits in which he/she may enroll.

Special students are not eligible for financial aid or participation in January term courses. Once a student applies and is admitted to the college as degree seeking, the student may apply for financial aid and is eligible to enroll in January term courses.

ST. PIUS X SEMINARY PROGRAM

St. Pius X Seminary is associated with Loras College and operated under the auspices of the Archdiocese of Dubuque. The seminary provides a full undergraduate education and preparation for theological seminary. In addition, it provides a pre-theology program for participants who have already acquired a bachelor's but do not have the academic background required for admission to a theological seminary (pre-theologians are eligible to earn a second undergraduate degree from Loras with the completion of the philosophy major). Both programs follow the guidelines set out by the United States Conference of Catholic Bishops in the *Program of Priestly Formation*, 5th ed. (2006). In the terminology of that document, St. Pius X Seminary is a collaborative diocesan seminary.

The seminary provides a coordinated program to meet the needs of participants in five principal areas: human formation, spiritual formation, intellectual formation, pastoral formation, and community life. All aspects of formation converge on a common mission: enabling candidates to reach an appropriate level of readiness to participate fruitfully and successfully in priestly formation at the theologate level.

A student who plans to enter major seminary after graduation from Loras is expected to include in his academic program 30 credits in Philosophy, including the following courses:

- Philosophy:
 - 3 cr.- L.PHI-150: Introduction to Logic
 - 3 cr.- L.PHI-250: Human Identity in Community-AI
 - 3 cr.- L.PHI-320: Ancient Philosophy
 - 3 cr.- L.PHI-321: Medieval Philosophy
 - 3 cr.- L.PHI-322: Modern Philosophy
 - 3 cr.- L.PHI-323: Contemporary Philosophy
 - 3 cr.- L.PHI-301: Foundational Ethics
 - 3 cr.- L.PHI-331: Knowledge, Truth, and Reality
 - 3 cr.- L.PHI-333: Philosophy of God and Religion
 - 3 cr. - Elective; either L.PHI-319: Neuroethics-AV or L.PHI 278: Bioethics, Society, and Culture is strongly recommended.

- Religious Studies and Theology:
 - 12 cr. – Elective; selected with the advice of a seminary faculty member.

A reading knowledge of Latin and Greek is not an entrance requirement for most theological seminaries. However, most do require such knowledge for all M.A. candidates and strongly suggest that these languages be studied at the undergraduate level.

TUITION AND FEES

PAYMENT OF FEES

Tuition and fees for the current academic year are available at: <http://www.loras.edu/financial-aid/>.

Specific information on the fees and refund policy associated with January term are available at <http://www.loras.edu/academics/januaryterm/january-term-details/>. January term courses have separate policies for schedule changes and refunds.

All fees are billed by the term and become an obligation at the time of registration for that term. Statements will be published online for all registered students in early July for the fall term, in mid-November for the January term, in late November for the spring term, and in early May for the summer term. By registering for classes, the student is automatically enrolled in a monthly installment payment plan for the fall and spring terms. Continued enrollment at Loras College is conditioned on the acceptance and understanding of the Terms and Conditions of the payment plan. It is important that the student understand the Terms and conditions which apply to the payment plan and agree to be bound by the terms. To view the terms and conditions statement for the payment plan, visit the online student account system, select Installment Payment Plan Details, View Agreement. Payment of all charges not covered by financial aid or loans is due by August 15 for the fall semester, December 15 for the spring semester (includes January term fees), and June 15 for the summer term. Loras College also offers an option of paying in four installments per semester during the fall and spring semesters. Details about the payment plan option are sent to registered students in July and November each year. A \$50 nonrefundable service charge is assessed each month to those who do not fulfill their monthly payment requirement.

In some cases, a student may have a Business Office Registration Hold based on the following:

- **Fall Registration Hold** - This hold will take effect when registering in the spring for the coming fall semester. All students must have a balance of \$500.00 or less in order to register from one year to the next. If the student's balance is not below the \$500 minimum, ALL registrations will be CANCELLED, including classes, housing, meal plan and any/all other college registrations.
- **Spring Registration Hold** – For the fall to spring registration, the College does not generally require a fully paid bill; however, if no payments have been made to that date or a significant outstanding balance exists, the College reserves the right to hold the student's registration for the upcoming term.

Students who have a delinquent account or are not current on their payment plan (for registered students) may not obtain a transcript or a diploma until the account is paid in full. Also, transcripts will not be issued to a student if the student is in default on loans.

For further information about the tuition, fees and refund policy please contact the Director of Student Accounts in the Business Office.

INSURANCE

Loras College does not carry insurance on personal property of faculty members, students or workers, and is not responsible for the loss or damage of such property. All students participating in study abroad trips sponsored by Loras College are required to have accident and health insurance coverage, which is normally purchased by the College on behalf of participants.

STUDENT FINANCIAL PLANNING

FINANCIAL AID POLICY

RETURN OF TITLE IV FUNDS

A student earns aid based solely on the length of time he/she attends. The financial aid office recalculates federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing 60% of a semester.

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

Recalculation is based on the percent of earned aid using the following formula:

Percent earned = Number of days completed up to the withdrawal date* / total days in the semester.

*Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the institution.

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Aid to be returned = (100% - percent earned) X the amount of aid disbursed toward institutional charges.

In accordance with federal regulations, the student (or parent for a PLUS loan) must return unearned aid by repaying funds to the following sources in order: Direct Unsubsidized Stafford loan, Direct Subsidized Stafford loan, Direct PLUS loan, Pell Grant, FSEOG, and other Title IV programs. When aid is returned, the student may owe a balance to the College. The student must make satisfactory repayment arrangements with the Business Office at Loras College.

The financial planning staff is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. Worksheets provided by the Department of Education are used and are available upon request.

RETURN OF LORAS COLLEGE AND STATE AID

In calculating the unearned Loras College and state aid, the procedure for determining the withdrawal date is the same as the federal policy. Once the federal policy has been applied, the college and state aid will be returned using the same unearned percentage as calculated in the federal policy.

Room and board will be adjusted at the rate of 95% for students who move in but leave on or before the first day of class. After that, room and board will be adjusted on the same percentage basis as tuition with no further adjustments after 60% of the semester has elapsed.

STUDENT FINANCIAL ASSISTANCE

Parents and students are expected to be the primary source of financial assistance to meet college expenses. To determine the extent of the expected family contribution, all students should complete a Free Application for Federal Student Aid (FAFSA) each year. FAFSAs may be completed online at www.fafsa.ed.gov. Renewal FAFSA reminders will be emailed to students.

The priority deadline to submit a completed FAFSA is March 1st.

Funding is limited, so awards made after March 1st are subject to availability.

All assistance must be applied for annually, and is limited to four years of full-time study during fall and spring semesters.

LORAS SCHOLARSHIPS / AWARDS / GRANTS

Loras offers a wide variety of scholarships and awards based on academic achievement, musical talent and other criteria. These awards are available to U.S. citizens and permanent residents who will be full-time undergraduate students. Merit awards are renewable by maintaining the minimum grade point average requirement. In any given academic year, the total amount a student may receive from institutional scholarships and awards is limited to the cost of tuition.

Transfer Student Merit Awards: Transfer scholarships and awards may be awarded to students based on cumulative college GPA. Transfer students must have at least 12 transferable credits to be considered for scholarships and grants.

Priesthood Scholarships: Available to students who are registered with the St. Pius X Seminary. Completion of the FAFSA is required.

Loras Grant: Available to full-time undergraduate students based on financial need and the total of all other Loras College scholarships and grants awarded. These grants can be renewed each year, but renewal is based upon annual FAFSA results and a consistent level of demonstrated need. Students must maintain satisfactory academic progress to receive this grant. Amount varies.

FEDERAL GRANT PROGRAMS

FEDERAL PELL GRANTS

Eligibility for Federal Pell Grants is determined by the FAFSA. The maximum award amount is \$6,095; the award amount is subject to federal funding for this program.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)

Awarded to students demonstrating exceptional financial need, with preference given to Pell Grant recipients. The award level is dependent upon individual need and the level of federal funding. Eligible students at Loras may receive up to \$1,000.

FEDERAL TEACH GRANTS

Provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families.

STATE SCHOLARSHIP/GRANT PROGRAMS

IOWA TUITION GRANTS

Grants of up to \$5,650 are available to help Iowa students attend an Iowa private college. These grants are need-based and completion of the FAFSA by July 1 is required. Grants are available on a prorated basis to students who enroll less than full-time. An Iowa Tuition Grant can be received for a maximum of eight semesters of full-time study.

EMPLOYMENT OPPORTUNITIES

Each year Loras College offers work opportunities to students who need financial assistance. Employment opportunities are posted on the Inside Loras portal.

The Office of Financial Planning awards work study from the Federal Work Study Program. To work under this program, a student must be enrolled at least half-time, be in good academic standing and complete the FAFSA. All hiring on campus is done through individual campus departments in conjunction with Human Resources and Center for Experiential Learning. Federal Work Study Community Service positions allow students to utilize their work study award through employment at community organizations.

Before beginning a work study position, students are required to submit a completed Work Authorization form along with W-4 and I-9 forms to Human Resources. These forms must be on file before a student may receive a paycheck. The amount of hours worked depends on the student's work study award and class schedule, with the maximum hours allowed being 15 hours per week for all positions worked.

LOAN PROGRAM

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

The Direct Stafford Loan Program allows students to borrow low-interest loans from the federal government.

The Direct Stafford Loan is administered by the federal government. You may be eligible to borrow up to \$5,500 per year as a first-year student; \$6,500 as a sophomore; and \$7,500 as a junior or senior. Graduate students may borrow \$20,500 per year. These loans have an aggregate limit.

The Direct Stafford Loan Program includes both subsidized (need-based) and unsubsidized (not based on financial need) loans. You may have either loan type or a combination of both in your award letter.

The Direct Parent Loan for Undergraduate Students (PLUS) is available to parents (without an adverse credit history) of dependent undergraduate students. Parents may borrow the difference between the student's cost of education and awarded financial assistance.

Additionally, many companies provide student and parent loan programs to help families as well. Information about these loans can be found on the Loras Website under the financial aid/loan section of our website.

RENEWAL OF ASSISTANCE

Financial assistance may be renewed for three successive years, provided the student continues to demonstrate financial need, satisfactory progress and personal responsibility. Annual completion of the FAFSA by March 1st is required.

ACADEMIC POLICIES

FORMULATION OF ACADEMIC POLICY

The Vice President for Academic Affairs & Academic Dean oversees the formulation of academic policy and curricula. The Academic Council formulates and modifies academic policies for the undergraduate program. The Curriculum Committee is responsible for the general education curriculum and for the curricula of majors and minors.

BULLETIN RIGHTS

Each new bulletin year begins with the fall semester. Graduation requirements are determined according to the bulletin in effect at the time of first enrollment. If enrollment is in any credit course and is continuous (at least one course is taken each academic year), then graduation requirements are taken from the bulletin in effect at the time of first enrollment.

To protect initial bulletin rights, leaves of absence must be requested and approved in advance of the term for which absence is anticipated. When an unapproved break in enrollment occurs, graduation requirements are determined according to the bulletin in effect at the time of re-entry into continuous enrollment.

CLASSIFICATION OF STUDENT

UNDERGRADUATE STUDENTS

A degree student is a student who has met the entrance requirements, has been accepted as a degree candidate, and is currently enrolled at Loras College. A student is classified as a full-time student when registered for 12 or more credits per semester; and as a part-time student when registered for less than 12 credits. A student is further classified based on the following schedule of college credits:

First-year student	1-27 credits
--------------------	--------------

Sophomore	28-55 credits
Junior	56-89 credits
Senior	90+ credits.

SPECIAL STUDENTS

See Special Students section.

ADVISING

ACADEMIC ADVISORS

Each full-time degree-seeking student is assigned a faculty advisor. The advisor helps the student develop a course schedule for each semester and acts as a resource for the student regarding the academic curriculum. When a student declares a major, the student is assigned an advisor from the major area. A student declaring more than one major is assigned an advisor from each area.

It is the student's responsibility to ensure that all requirements for the degree have been completed prior to graduation. The advisor is available to answer questions, but failure on the part of the advisor to recommend or insist upon required courses in no way absolves the student of responsibility in meeting those requirements.

APPLYING FOR ACADEMIC MAJOR

In order to be eligible for graduation, a student must complete a major as outlined in this bulletin. Traditional (Degree Seeking) students should apply for a major by the end of the third semester of full time enrollment at the College. Transfer students should consult with their academic advisor and apply for a major as soon as practical. The application process for a major is:

- The student completes an online Declaration for Major form for each intended major.
- The Office of the Registrar forwards the electronic form to the Division Chairperson of the major area.
- The Chairperson reviews the request, and if the student is accepted into the major, then the Chairperson assigns the student an advisor. A copy of the acceptance form is emailed to the student and the assigned advisor.

A student wishing to pursue more than one major completes the declaration of major for each major. The online Declaration of Major form is found under the Academic Forms Heading on the IQ main page. A student may not add an academic major once a degree has been conferred.

Graduation requirements are determined according to the bulletin in effect at the time of first enrollment. If the division changes the major or minor requirements, the student may opt to fulfill the new requirements by receiving written permission from the Division Chair.

ACADEMIC MINORS

Students wishing to earn a minor must declare the minor by completing the online Declaration of Minor form located on the IQ Main Page. For minor requirements, see the individual program listings found in this bulletin.

Students with questions regarding the requirements for the minor or those with registration questions should contact the Chairperson for the division in which the minor resides.

REGISTRATION

Registration is held in late October or early November for the following spring term and in March or April for the following fall and summer terms. Registration for the January term takes place in March or April for the international courses and in late September for the on-campus and domestic travel courses. Each student develops a class schedule in consultation with the advisor. The advisor clears the student to register and the student self-registers on or after the student's assigned registration time.

TRI-COLLEGE CROSS-REGISTRATION

Loras students may cross-register for courses offered on the Clarke University or the University of Dubuque (UD) campus on a space available basis. Cross-registered credits are considered institutional credits and grades earned are included in the computation of the student's cumulative grade point average. Not all courses are open to cross-registration. To register for a class at Clarke University or the University of Dubuque, students must complete the "Cross Registration Form" and "Request to Take a Course on Another Campus" form located on the IQ Main Page listed under "Academic Forms". After registration is completed at Clarke University or UD, available seats will be identified and registration completed. Students will be able to see the course on the IQ page once they are registered. If the course being taken is meant to apply to a major requirement, students are encouraged to double-check with the course's Division Chair and their faculty advisor to make sure that the course they are taking is applicable.

The following regulations apply to cross-registration:

- Credit earned through cross-registration is considered institutional credit, and will affect a student's Grade Point Average, Satisfactory Academic Progress, and Extra-curricular Activity eligibility.
- A college may refuse to accept a cross-registration from a student who was dropped from that college for academic or other reasons.
- A college may withhold the grades of a cross-registered student if that student has an outstanding balance at that college.
- A college may refuse to accept a cross-registration for a student previously denied admission to that college for academic or other reasons.

Appeals to the above restrictions may be made to the Academic Dean of the refusing institution.

Students who cross-register must follow the academic policies and academic calendar of the institution offering the course. Students must abide by the college/university catalog or bulletin and course syllabi for courses offered at another institution.

TRANSFER CREDIT

Loras College accepts collegiate-level, academic coursework from regionally accredited colleges and universities. "Regionally accredited" refers to the Higher Learning Commission or other similar federally-recognized regional accrediting agencies. Transfer credit is accepted as equivalent coursework based on the credit value of the Loras course, not the credit value of a previous post-secondary institution.

PROVIDING AN OFFICIAL TRANSCRIPT

An "official transcript" should be understood to be a transcript printed on specially prepared paper, sent in a sealed envelope. Students who have completed coursework at another institution should contact each previous school's Office of the Registrar to have an official transcript sent to:

Office of the Registrar
Mail #1
1450 Alta Vista Street
Dubuque, IA 52001

Loras College also accepts electronic copies sent through a secure server. To be regarded as official an electronically transmitted transcript must be from the original sending institution, or a verifiable third party vendor such as Avow, Script Safe, Speedy EDI or other recognized vendor. Since electronic transcripts are not considered official once printed, the printed copy must be accompanied by a copy of the email from the sending institution with annotation of verification or from the third part vendor with the login and password for retrieval of the transcript. The designated person in admission who is trained in identifying official transcripts will print off both the email and the transcript, verify as official, initial and date the documents.

Electronic transcripts NOT processed in this manner will not be regarded as official. Electronic copies may be sent to: registrar@loras.edu.

Once the transcript is received, it will be evaluated to determine which courses will transfer. The transcript(s) should be provided prior to the beginning of the student's first semester at Loras. Failure to provide the transcript(s) by the beginning of the student's first term may result in denial of transfer credit and/or a hold on registration for future terms. Transfer applicants who have completed or supplied all expected paperwork are eligible to receive a continuing student registration permit for priority registration.

GENERAL EDUCATION INFORMATION FOR TRANSFER STUDENTS

General education course requirements at Loras can be fulfilled through transfer credit process.

Modes of Inquiry Waiver

Any transfer student who transfers at least 15 credits from post-secondary coursework (not including exam credit), or is at least 21 years of age will have their Modes of Inquiry requirements waived. Coursework completed while co-enrolled in a high-school level program and exam credit will not count towards the minimum required credits. Credit transferred from military training or experience does count towards the minimum required credits.

January Term Requirements

Transfer students entering Loras College with less than 40 credits are required to successfully complete at least two (2) Loras College January term courses as part of the graduation requirements. Students entering Loras College with 40.0 or more transfer credits are required to complete at least one (1) January term. Loras College sponsored study away programs may fulfill one of the required J-term courses.

Mission Courses

The Catholic Identity-MC (LIB 130/135) and Democracy and Global Diversity – MC (LIB 220) courses must be taken in residence at Loras College.

Advanced General Education Requirements

Transfer students are required to complete one course in each of the five (5) advanced general education categories.

TRANSFER CREDIT RESTRICTIONS

Required grades for transfer credit

Only collegiate-level, academic coursework with a final grade of “C” or better will be considered for transfer credit. A course with a grade of “P” or “S” may be awarded transfer credit at the discretion of the Office of the Registrar. A course will be considered for transfer credit only if content was similar to a Loras College course.

Maximum transfer credit awarded

A maximum of 64 credits from a community college/junior college/two-year college and/or examination credit may be awarded toward the total number of hours needed for graduation. A maximum of 90 credits from a four-year institution may be awarded toward the total number of hours needed for graduation. A maximum of 90 credits from two-year and four-year institutions combined may be awarded toward the total number of hours needed for graduation (not to exceed the previous stated maximums). The Office of the Registrar reserves the right to determine the total number of credits to be awarded for each transfer course. A maximum of 30 exam credits may be accepted towards completion of a baccalaureate degree.

Transfer credit on the Loras College transcript

Courses awarded transfer credit will be indicated on the Loras College transcript by the name of the College attended and the total number of credits accepted for transfer. Transfer courses are not calculated into the Loras College grade point average.

If a student completes a course at Loras College that had previously been awarded transfer credit from another institution, the transferred course will be removed from the transcript and the student will only receive credit for the Loras course.

Coursework not awarded transfer credit

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

Coursework that may be awarded transfer credit

Credit awarded for internship, practicum, or field experience completed at institutions other than Loras may be awarded transfer credit at the discretion of the Office of the Registrar and the academic division which corresponds to the coursework. Similarly, applied technical coursework completed at a regionally accredited institution may also be awarded transfer credit at the discretion of the aforementioned offices.

Procedures for current students seeking credit on another campus

Any matriculated Loras student wishing to transfer in course credit from another institution must obtain the permission of the appropriate division chairperson and the Office of the Registrar prior to enrollment in that course. Students may seek approval to take a course on another campus other than Clarke University or University of Dubuque by completing the online form found on the IQ Main Page (Request to Take a Course on Another Campus). The student must submit the official transcript to the

Office of the Registrar within six months of completion of the course in order to have the course considered for transfer credit. Failure to make a formal request and provide the transcript(s) by the stated time limits may result in denial of transfer credit.

If a Loras student has received a passing grade in a required course for his/her major but has not met the specific grade requirement in the course for the major, the student must seek prior written approval from the Division Chairperson to complete this course at another institution to demonstrate content competency and fulfill this requirement of the major. The original course taken at Loras College, however, will remain on the student's transcript and the course taken at another institution will not be transferred for credits toward the degree.

It is the student's responsibility to provide official transcripts within the stated time limits in order to ensure that his/her transfer credit is evaluated and appropriate academic advising can take place. It is also the student's responsibility to confirm that transfer credit has been transferred to the Loras College transcript. Students are encouraged to check their online transcript to verify that the transfer credit has been awarded. It is also the student's responsibility to provide a course description, syllabus and examples of coursework to the Office of the Registrar to assist in determining if a course is transferable.

APPEALING A TRANSFER EQUIVALENCY DECISION

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

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

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

SPECIAL PROCEDURES FOR INTERNATIONAL CREDIT

International credit must be evaluated by an independent evaluation service (with the exception of credit that was earned through an approved study abroad experience) and a course-by-course evaluation must be submitted in order to be considered. Courses that are found to be similar in content to Loras College courses may be awarded transfer credit. Students seeking to transfer international credit should consult with the Office of Intercultural Programs to determine an appropriate independent evaluation service provider.

EXAMINATION CREDIT

Advanced Placement (AP) credit earned through the College Entrance Examination Board will be awarded appropriate transfer credit for scores according to the list below. In the situation where the student has been awarded college credit and AP exam credit for the same course content, transfer credit will be awarded only for the AP exam. Please note that AP exam results must be submitted to the Office of the Registrar directly from the College Board. Students should contact the College Board to have exam score results sent in the same way as post-secondary transcripts.

ADVANCED PLACEMENT SCORES

Test	Minimum	Credit	Equivalent Subject
Art-2D Design	3	3	Elective
Art-3D Design	3	3	Elective
Art-Drawing	5	3	Elective
Art History	3	3	Elective
Biology	3	4	Elective
Chemistry	4	4	L.CHE-111: General Chemistry I
Chinese Language	3	3	Elective
Computer Science A	3	4	L.CIT-115: Introduction to Programming
Econ-Macroeconomics	3	3	L.ECO-222: Macroeconomics
Econ-Microeconomics	3	3	L.ECO-221: Microeconomics
English Language/Comp	3	3	L.LIB-105: College Writing-FW
English Literature/Comp	3	3	Elective
Environmental Science	3	3	Elective
French Language	3	3	Elective
Geography, Human	4	3	Elective
German Language	3	3	Elective
History, European	3	3	L.HIS-140: Europe to 1750
History, U.S.	3	6	L.HIS-121: U S History to 1877 & L.HIS-122: US History Since 1865
History, World	3	3	L.HIS-175: Themes in World History
Mathematics-Calculus AB	3	4	L.MAT-150: Calc. of One Variable-FM
Mathematics-Calculus BC	3	8	L.MAT-150: Calc. of One Variable-FM & L.MAT-160: Calc. of One Variable II
Math-Statistics	3	4	L.MAT-115: Statistics-FM
Music Theory	3	3	L.MUS-101: Music Theory I
Music Theory	4	6	L.MUS-101: Music Theory I and L.MUS-102: Music Theory II
Physics B	3	8	L.PHY-210: Elements of Physics I and L.PHY-211: Elements of Physics II
Physics C	3	4	L.PHY-210: Elements of Physics I
Politics, Comp Government	3	3	L.POL-211: Comparative Politics
Politics, U.S. Government	3	3	L.POL-101: Issues in American Politics
Psychology	4	3	L.PSY-101: Introductory Psychology
Spanish Language	3	3	Elective

College-Level Examination Program (CLEP)

Credit earned through the College Entrance Examination Board will be awarded appropriate transfer credit for achieving a minimum qualifying score. Students seeking CLEP credit should consult with the Office of the Registrar about the minimum qualifying score for individual CLEP examinations. A list of exams offered by CLEP can be found at <http://clep.collegeboard.org/exam>.

International Baccalaureate

Credit earned through the Higher Level Examinations of the International Baccalaureate Program will be awarded appropriate transfer credit for a minimum score of six (6).

Cambridge International Examination

Credit earned through the Cambridge Assessment will be awarded appropriate transfer credit for a passing score of "A", "B", "C", "D", or "E" on "AS" or "A" level examinations.

STUDY ABROAD CREDIT

Students studying abroad on Loras College-sponsored semester programs and affiliate study abroad programs in which students remain enrolled at Loras will adhere to the following requirements:

- Students must register and complete the Loras College equivalent of full-time study at the host institution. Failure to do so may result in retroactive adjustments to student aid for the term abroad.
- Students must ensure submission of an official transcript from the host institution to the Office of the Registrar to receive credit for the international coursework.
- International coursework must receive a letter grade unless prior approval for a pass/fail grade has been documented in the Registrar's office.
- International coursework must earn an equivalent grade of C or better in order to receive passing credit. This equivalency is determined by the Center for Experiential Learning based on standard best practices.

To support the above requirements, the following procedures will be followed:

- Students will be registered for 12 "placeholder" study abroad credits at Loras College during their semester abroad.
- Upon receipt of the student's official transcript, the "placeholder" credits will be replaced with the appropriate course titles and credits. The grades earned abroad will not be transferred to the Loras transcript as they appear on the host institution's transcript. Rather, if the student earned a grade of C or better, then the grade corresponding to that course will be recorded as a P. If the grade earned was less than a C, then the grade earned and recorded will be an F and will negatively impact the student's GPA. All attempted international coursework will be transcribed in this manner.

CLASS ATTENDANCE

The heart of Loras College is its academic program. Class attendance is expected to take priority over other College activities. Any absence, regardless of the reason, will prevent the student from getting the full benefit from a course.

Due to insurance policy and Homeland Security requirements, any individual who is attending a course section must be properly registered for the course by the 6th day of the term. Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section

attendance policy are: 1) college-approved guests, such as prospective students who are officially scheduled through the Office of Admission, 2) college employees approved in advance by the instructor, and 3) other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor and Division Chair.

POLICY ON CLASS ATTENDANCE AND COLLEGE SPONSORED EVENTS

Occasionally during a semester, other College-sponsored events conflict with scheduled classes or required course activities. College-sponsored events covered by this policy include: intercollegiate athletic competitions, theater and music performances, academic competitions in which the student is representing the College, curricular and co-curricular conferences in which the student is presenting work and/or been invited to attend the event on behalf of the college. This policy does not cover the following types of activities: course field trips, practice for any college-sponsored event, or learning opportunities that the student opts to pursue without college affiliation or sponsorship. Teacher Education students enrolled in Student Teaching courses will follow the policy outlined in the Student Teaching Handbook.

This policy is intended to alleviate potential conflict that may place the student in the middle of choosing between attending two required events. The policy is clear about responsibilities and the processes to be followed. However, should a situation arise in which any student, instructor, coach or moderator believes that this policy is being violated, he/she should contact any one of the following individuals: the Athletic Director, the Dean of Students, or the Faculty Chairperson. These three individuals will meet as necessary to hear and rule on all alleged violations.

STUDENTS

1. Submit a copy of team/organization's schedule to instructors no later than the first week of class with all specific course conflicts highlighted.
2. Through oral and email notification, communicate with instructor(s) at least one class prior to each class scheduled to be missed to coordinate how work will be made up and turned in. The course syllabus may require greater advance notice of a pending absence. Students are expected to make up coursework missed (or an appropriate equivalent) by the original due date.
3. Forward all relevant changes to the schedule to instructors as soon as possible.
4. Submit all course syllabi and schedule of course commitments to coach/moderator as soon as possible.
5. It is a privilege to participate in college-sponsored events. Students found to be intentionally abusing this policy will lose the opportunity to participate in college-sponsored events.

INSTRUCTORS

1. Distribute or post a course syllabus by the end of the second day of class that includes:
 - a. Dates for all required course events (both in and out of classroom)
 - b. Attendance policy and consequences for missed classes when they are not due to a college-sponsored event
 - c. Policy on work, quizzes, exams, labs or presentations missed due to participation in a college-sponsored event
 - d. Due dates for major assignments, exams and presentations
2. Review course conflicts submitted by students. When a student submits more absences than the instructor deems acceptable, the instructor must communicate with the student and his/her moderator/coach within the first two weeks of class that it is not advisable for the

student to take the course that semester. If the student must take the course at this time, then the student, instructor and moderator/coach should meet to identify whether a schedule of commitments can be determined that can support the student's success in both endeavors.

In some courses it is possible that there are days when students simply cannot make up the work and their success in the course demands that they be in class on these days. These nonreplicable, high-stakes course activities must be clearly articulated in the syllabus and verbalized to students during the first week of classes. In these few instances, students can be penalized for missing class due to a college-sponsored event.

MODERATORS/COACHES

1. Distribute and post to the portal the schedule for the semester that includes:
 - a. Days, times (start and departure), locations of event
 - b. Post-season and tournament dates (roughly) in the event that group qualifies
 - c. Contact person information
 - d. An official roster
2. Highlight and post any changes to the original schedule and to the roster as soon as they are known. Email schedule changes to students with as much prior notice as possible.
3. Schedule all contests/events so that there are limited conflicts during the week.
4. Seek prior approval from your area Vice President when any single college-sponsored event will require students to miss three class days.

POLICY ON CLASS ATTENDANCE DURING JANUARY TERM

Students enrolled in a January term course are expected to attend each class meeting and participate fully in the January term experience. Students who do not attend class or who are not actively involved in the course may be administratively dropped from the class by the instructor at any time. Students who are administratively dropped after the second day will receive a grade of "F" and will forfeit all tuition and fees for the course.

ADMINISTRATIVE DROP POLICY

A student who registers for a class but who has not attended the first two consecutive class meetings and does not notify the course instructor why he/she is absent, may be reported by the instructor to the Office of the Registrar as "not attending" and the student's name may be removed from the class roster. The available seat may then be given to another student.

A student who registers for a one-day-a-week class and does not notify the course instructor why he/she is absent for the first class period, may be reported by the instructor to the Office of the Registrar as "not attending" and the student's name may be removed from the class roster. The available seat may then be given to another student.

When the name of a non-attending student is removed from a class roster, the student will be emailed an updated schedule. The instructor and the student's advisor will also be notified by email that the student's name has been deleted from a roster.

Beginning the second week of classes and through the end of the fourth week of classes, the faculty may forward to the Office of the Registrar the names of students who have a pattern of unexcused absences as defined in the course syllabus. By direction of the instructor, these students will be administratively dropped from the appropriate course roster.

This policy is in effect for the first twenty (20) business days of the fall and spring semesters, and for the first day of the January term.

Students are expected to manage their own registration, and the financial and academic consequences for failing to drop a class shall remain in effect despite a student's original intent.

DISRUPTIVE ACTIVITY

Disruption or obstruction of teaching, research, administration, or other college activities (including public-service functions on or off campus) or of other authorized non-College activities when conduct occurs on College premises. Disruptive activity may include, but is not limited to:

- Leading or inciting others to disrupt scheduled and/or normal activities on College premises
- Classroom behavior that interferes with either (1) the ability to conduct the class or (2) the ability of other students to profit from the instructional program (See Loras College policy on Classroom Behavior)
- Any behavior in class or out of class, which for any reason interferes with the class work of others, involves disorder, or otherwise disrupts the regular and essential operation of College premises.

Loras College supports the principle of freedom of expression for both instructors and students. The College respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that interferes with either (1) the ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive activity may be subject to disciplinary action.

When a student's behavior in a class is so disruptive as to compel immediate action, the instructor has the authority to remove the student from the class. When a student has been removed from class, the instructor should file a report on Advocate within 24 hours of the student being removed from class. A student who has been removed from a class shall arrange for and attend a meeting with the instructor and his/her Division Chair within three business days of the removal. The outcome of this meeting may be either:

- An agreement of expectations between the student and the instructor and the reinstatement of the student to the class
or
- The continued removal of the student from the class and transfer of documentation to the Associate Dean of Instruction and Assessment and copied to the Dean of Students.

The outcome of the above meeting should also be logged into the student report filed on Advocate.

When a student's misbehavior does not require immediate removal from the class, these steps shall be followed:

- The instructor responsible for the class or activity where the disruptive behavior occurred shall inform the student that his/her behavior has been inappropriate. The instructor shall describe to the student specific needed changes in the student's behavior. The student shall be provided an opportunity to modify his/her behavior in accordance with the changes identified. The instructor shall provide the student with a written, dated summary of his/her discussion with the student, and the instructor will retain a file copy of this summary. The instructor will

report this behavior through the Advocate reporting system. The written documentation sent to the student may be uploaded to the reporting system to register the incident.

- If a student believes the instructor's expectations are unreasonable, he/she may confer with the instructor's Division Chair to review this matter. If the instructor is also the Division Chair then the student may confer with the Associate Dean of Instruction and Assessment.
- Should a student's behavior continue to be unacceptable, the instructor shall remove the student from the course and the classroom behavior policy described above shall be put into effect.

CLASS CANCELLATION

Unless the students have been otherwise notified, a class may be considered cancelled for that period if the instructor has not arrived within 10 minutes of the scheduled start time.

WITHDRAWAL FROM A COURSE

FALL AND SPRING SEMESTERS

A student may drop a course during the first three weeks of the semester without a notation included on the transcript.

If a student drops a course the fourth week through the tenth day after the posting of midterm grades, a non-punitive grade of "W" is recorded on the student's transcript.

If a student drops a course on or after the 11th day after the posting of midterm grades, the student receives a punitive final grade of "F" for the dropped course.

Midterm grades are due in the Office of the Registrar by 1 p.m. on Tuesday of the 8th week of classes, and can be viewed by the student on their IQ page thereafter.

JANUARY TERM

The last day to drop a January term course and receive a "W" (withdrawn) grade is 4:30 p.m. on the first day of the term. Anyone dropping a January term course after the first day will receive a grade of "F" (fail). Students wishing to drop a January term course may do so in person in the Office of the Registrar or by sending an email to the Office of the Registrar (registrar@loras.edu) by 4:30 p.m. on the first day of the term.

The deadline to drop a course for the January term and incur no financial penalty depends on the fee associated with the course. There will be no refunds issued after the first day of the January term.

Specific information on the fees, refund table, and policies associated with January term are available at: <https://www.loras.edu/academics/januaryterm/january-term-details/>. Please consult with the Coordinator of Study Abroad, who is located in the Center for Experiential Learning, for details.

REPEATING A COURSE

A student may repeat most courses to improve the grade. A student who receives a grade of "F" in a Loras course and wishes to repeat the course to improve the grade, will need to repeat the same course at Loras College, as transfer credit does not affect GPA.

If a student repeats a course at Loras, only the last grade and credit hours earned are included in the cumulative grade point average. The original grade remains on the transcript, but is not calculated into the cumulative grade point average. Federal Title IV student aid may only be used toward passing grade retakes once, with the exception of certain courses such as music techniques, ensembles, physical activity, etc.

ACADEMIC HONESTY POLICY

STATEMENT OF PURPOSE

Loras College strives to nurture active learners, reflective thinkers, ethical decision-makers and responsible contributors. Consistent with this mission, Loras students are expected to uphold the core values of academic integrity: honesty, trust, fairness, respect, responsibility, and courage. The institution will hold students accountable for acts of academic dishonesty.

CREATING ACADEMIC HONESTY WITHIN THE LEARNING ENVIRONMENT

Students have the responsibility to:

- Read and understand the Academic Honesty Policy as stated in the Loras College Bulletin and on course syllabi
- Utilize available resources on the Loras College Campus to learn how to comply with the Academic Honesty Policy
- Be proactive faculty or support services staff in addressing questions and seeking clarifications regarding academic dishonesty
- Respond within three business days to requests from faculty to meet regarding concerns about academic dishonesty

Course instructors have the responsibility to:

- Reference the Academic Honesty Policy in their course syllabi
- Direct students to use available academic support services to avoid academic dishonesty (e.g. The Headwaters Center, library)
- Encourage students to use websites that provide tips for avoiding plagiarism

Course instructors are required to:

- Maintain academic honesty in their courses
- Report incidents of academic dishonesty to the Associate Dean of Instruction and Assessment
- Contact the Associate Dean of Instruction and Assessment if in doubt about a situation

The College administration will take action to:

- Enforce the Academic Honesty Policy
- Maintain a database of reported students who violate the Academic Honesty Policy
- Report statistics concerning violations of the Academic Honesty Policy to the Academic Council and Faculty Senate annually. This report will not contain names of students or instructors involved in the incidents
- Publish the Academic Honesty Policy in the Loras College Undergraduate Bulletin

FORMS OF ACADEMIC DISHONESTY AND MISCONDUCT

The following list constitutes forms of academic dishonesty and misconduct. The list is not designed to be all-inclusive, but reflects examples of types of prohibited behavior.

- A. Cheating
 - Intentionally acquiring privileged information pertaining to content or means of testing prior to an exam
 - Using any means to share, exchange or retrieve privileged test questions or answers
- B. Group Collusion or Unauthorized Collaboration
 - Rewriting large portions (a paragraph or more) of another student's work is dishonest when the intention was for the student to only offer feedback and suggestions on the work
 - Presenting work as solely one's own when in fact it is the result of an unauthorized joint effort
- C. Duplicate submission of work
 - Turning in any work from a previous or concurrent course, whether that work was completed at Loras College, another college or high school, without the prior permission of the course instructor to whom the work is being submitted
- D. Fabrication, Falsification, Distortion of Information
 - Creating false data, research, or sources for use in any work
 - Altering data or only using a certain biased portion of data to prove a certain claim when the entire scope of the research proves a different claim
 - Falsely documenting hours completed for an internship, clinical or field experience
 - Providing false information on career documents such as resumes, letters or transcripts
- E. Facilitating Academic Dishonesty
 - Not reporting a violation of the academic honesty policy to the course instructor or other appropriate individual
 - Helping another student commit an act of academic dishonesty
- F. Fraudulent Alteration of Academic Materials and Forgery
 - Altering, falsifying or intentionally providing any misleading information on any college documents
 - Forging a course instructor or advisor signature
- G. Plagiarism
 - Using another person's exact words in any work without properly designating the quote or citing the source
 - Summarizing/paraphrasing another person's thoughts or ideas in any work without properly citing the source
 - Taking any digital media product that was created by another person and using it in any work without properly citing the source
 - Copying another person's computer program without the owner's permission and without properly citing the source
 - Purchasing or borrowing a paper and submitting it as one's own
- H. Theft, Abuse, Destruction of Academic Property
 - Not returning academic materials to the library or course instructor that loaned them
 - Vandalizing academic property
- I. Unauthorized Use of Information Technologies
 - Using a laptop, cell phone, calculator or any other device to access information without permission or to copy privileged test questions or answers from an exam. ** Please also

read Loras College's Technology Resource Policies and Procedures from the Loras Student Handbook **

- J. Unfair Advantage
 - Seeking an extension on any work by use of a falsified excuse
 - Accepting and using a paragraph or more of text rewritten by another individual is dishonest when the intention was for the student to only receive feedback and suggestions on the work

CONSEQUENCES FOR ACADEMIC DISHONESTY AND MISCONDUCT

Course level consequences for academic dishonesty and misconduct are determined based upon the severity and number of previous offenses.

Severity of Offence

The following guidelines may be used to assist in classifying the severity of offenses but are not meant to be all-inclusive or reflect all possible forms of prohibited behavior.

1. Minor Offense
 - a. First offense for failure to cite sources properly (student has not previously completed tutorial)
2. Serious Offense
 - a. Second offense for failure to cite sources properly (student has already completed tutorial)
 - b. Duplicate submission of work
 - c. Facilitating academic dishonesty
 - d. Group collusion or unauthorized collaboration
 - e. Theft, abuse, or destruction of academic property
 - f. Unfair advantage
3. Severe Offense
 - a. Third offense for failure to cite sources properly (student has already completed tutorial)
 - b. Plagiarism
 - c. Cheating
 - d. Unauthorized use of information technologies
 - e. Fabrication, falsification, distortion of information
 - f. Fraudulent alteration of academic materials and forgery

Consequences

Based upon the determination of the severity of the offense and the number of previous offenses, the instructor may individually initiate any of the following course-level disciplinary actions.

1. First Offense - Minor
 - a. Completion of the on-line Academic Integrity Tutorial (required)
 - b. Substitute assignment for a reduced grade
 - c. Substitute assignment for a grade of zero, but assignment permits the student to complete the course
2. First Offense - Serious
 - a. Completion of the on-line Academic Integrity Tutorial (required)
 - b. Substitute assignment for a reduced grade
 - c. Substitute assignment for a grade of zero, but assignment permits the student to complete the course

- d. Required meeting with the Division Chair
- 3. First Offense Severe
 - a. Completion of the on-line Academic Integrity Tutorial (required)
 - b. Grade of zero or "F" on the assignment or test
 - c. Grade of "F" for the course
- 4. All Second (or higher) Offenses
 - a. Grade of "F" for the course
 - b. The Academic Standards Committee will review all documentation in the student file and make a recommendation on additional sanctions, which may include suspension or expulsion from the College

The Academic Standards Committee has the right review all instances of academic dishonesty and assign additional sanctions. Review of second (and higher) offenses is automatic. First offenses may be reviewed by the Academic Standards Committee at the request of the course instructor or discretion of the Associate Dean for serious and severe offenses.

PROCEDURES FOR ALLEGED ACADEMIC DISHONESTY

Course Instructor Procedures

1. Once the instructor has reason to believe that the academic honesty policy has been violated, the instructor will gather the relevant evidence necessary to complete the Academic Dishonesty & Misconduct Report and contact the Associate Dean of Instruction and Assessment to discuss possible course level disciplinary action, based on the number and severity of previous offenses.
2. The instructor will convene a meeting with the student to discuss the allegation and potential sanctions
 - a. This meeting should occur, in a location where confidentiality can be assured, within five (5) business days of the instructor grading the assignment/exam or becoming aware of the alleged violation.
 - b. In cases where the course instructor is unable to contact a student, he/she should consult with the Dean of Students for assistance.
 - c. If the student fails to respond to the instructor's request for a meeting within three (3) business days, the instructor should notify the student of the allegation and course level sanction in writing.
3. If, after consultation with the student, the course instructor determines the Academic Honesty Policy has been breached, the instructor must communicate in writing within five (5) business days, the disciplinary action taken and the reason for such action to the student and the student's academic advisor.
4. The instructor must also submit, within five (5) business days, a completed and signed Academic Dishonesty & Misconduct Report to the Associate Dean of Instruction and Assessment. The report should be accompanied by all relevant documentation including copies of the assignment, documentation that verifies the offense, and a description of the assignment (e.g. description of assignment or course syllabus).

College Procedures

In addition to action taken by the course instructor, the following steps will be taken by the College:

1. A record of all reported incidents of academic dishonesty will be kept by the Associate Dean of Instruction and Assessment.

2. The Associate Dean of Instruction and Assessment will communicate with all students following a first offense and provide information for completing the Academic Integrity Tutorial. Students assigned to complete the Academic Integrity Tutorial will have a hold placed on their registration until the tutorial is complete.
3. All cases of academic dishonesty identified as “second offense” and beyond will be reviewed by the Academic Standards Committee. This review may result in the committee assigning additional sanctions, including suspension or expulsion.

PROCEDURES FOR STUDENT APPEAL OF ACADEMIC DISHONESTY OFFENSES

Student appeal of a First Offense of Academic Dishonesty

A student alleged to have engaged in academic dishonesty has the right to appeal. If the student decides to challenge any disciplinary actions that result from a first offense, then he/she must file an appeal within five (5) business days of receiving the written notice of action taken by the course instructor. The following are the steps in the appeal process:

1. The student drafts a letter of appeal and submits it, along with any relevant documentation, to the Division Chairperson of the course instructor.
2. The Division Chairperson contacts the course instructor for documentation of the alleged incident of academic dishonesty.
3. The Division Chairperson submits all documentation and a recommendation regarding the appeal to the Associate Dean of Instruction and Assessment.
4. The Associate Dean of Instruction and Assessment will bring the appeal and documentation to the Academic Standards Committee for a final decision.
5. The Associate Dean of Instruction and Assessment will notify the student, his/her advisor, the course instructor, and the Division Chairperson in writing of the Committee’s decision in regard to the appeal.

Student appeal of a Second or Higher Offense of Academic Dishonesty

A student alleged to have engaged in a second or higher offense of academic dishonesty may challenge the disciplinary actions that result from the offense by filing an appeal with the Vice President for Academic Affairs & Academic Dean within five (5) business days of receiving written notice of the disciplinary action taken by the course instructor or the Academic Standards Committee. The following are the steps in the appeal process:

1. The student should draft a letter of appeal and submit it, along with any relevant documentation, to the Office of the Vice President for Academic Affairs & Academic Dean.
2. The Vice President for Academic Affairs & Academic Dean will review all of the relevant documentation, the decision of the Academic Standards Committee, and if necessary request a meeting with the student.
3. The Vice President for Academic Affairs & Academic Dean will issue a final decision in writing to the student, his/her advisor, the course instructor, and the Division Chairperson.

INDEPENDENT STUDY POLICY AND GUIDELINES

The primary purpose of independent study courses at Loras College is to provide students an opportunity to work with faculty on research or directed readings related to a specific topic. In some cases, students may take an independent study course to fulfill a requirement in the major or minor area of study. Academic departments may offer students three types of independent study courses: empirical research, directed readings, and arranged courses.

397: Independent Study: Arranged Course

This course duplicates the content of a course regularly offered in the Loras College curriculum. Students may request to take an arranged course after they have exhausted all other possibilities for fulfilling a particular course requirement through regular department offerings.

398: Independent Study: Empirical Research

This course aims to give students an opportunity to work with Loras College faculty on supervised research projects. The research may be qualitative or quantitative and in the lab or in the field. It is desirable for students in this course to produce or contribute to producing a product of publishable or professionally presentable quality.

498: Independent Study: Directed Readings

This course aims to give students an opportunity to pursue a focused study on a particular topic primarily through library research. This course is not designed to duplicate current departmental offerings, but rather to offer students a venue for analyzing a topic or phenomenon more deeply. For example, an education student would not pursue a directed readings course in curriculum and instruction in mathematics because this is a regularly offered course. The student may, however, want to follow up on what he/she learned in this specific curriculum and instruction class by focusing in on reading about effective methods for teaching math to urban, poor children.

Students must be aware that they may:

- Not register for more than 4 credit hours per semester through independent study
- Count a maximum of 6 credit hours of independent study toward their major field of study
- Count a maximum of 4 credit hours of independent study toward their minor field of study
- Count a maximum of 12 credit hours of independent study toward their Loras degree

Independent study courses are offered at the discretion of a faculty member, with approval by the Division Chair and the Associate Dean of Instruction and Assessment. The application for Independent Study is located in the "Academic Forms" folder on the IQ main page. Appeals to the above policies may be made to the Associate Dean of Instruction and Assessment.

INTERNSHIPS, PRACTICA, FIELD AND CLINICAL EXPERIENCES

Internships, practica, field and clinical experiences allow students the opportunity to integrate theoretical classroom learning with practical, workplace experiences that relate to the student's area of study. Eligibility for and expectations of students applying for these opportunities may vary by academic program. Standard across the College is the requirement that a minimum of 50 hours of on-site internship, practica, clinical or field work be completed per credit hour. Thus, a three credit clinical experience would require the completion of a minimum of 150 on-site hours. Information on internship, field and clinical opportunities can be obtained through academic divisions and from the Center for Experiential Learning (CEL). The breadth of these experiences, which can be credit or noncredit, paid or

unpaid, can be arranged locally or in other geographic locations, during the academic year or during the summer. Credit for internships, practica, field and clinical experiences can be arranged through academic programs or the Center for Experiential Learning. Internship, practica, field and clinical applications must be completed, approved and registered for before a student begins the experience.

GRADES

Loras College issues both midterm and final grades for all undergraduate courses. Midterm grades are temporary grades issued in October and March to notify students of progress in registered courses. Grades, both midterm and final, can be viewed once they have been entered into the student's record through the portal. Grades can be viewed at any time through a student's IQ page. If necessary, requests for an official grade report can be made to the Office of the Registrar, provided the request is done in accordance with the Family Educational Rights and Privacy Act (FERPA). The Office of the Registrar does not accept standing requests; each request must be made after grades are posted according to the Academic Calendar.

GRADING SYSTEM

Loras College course grades are assigned on the basis of criteria appropriate to each discipline, such as research papers, written and oral examinations, oral presentations, projects, laboratory experiments, and class participation. Grades earned in individual courses are associated with the grading scale published in the course syllabus. Faculty determines the grading scale, assignment weights and evaluation measures associated with individual courses.

Faculty report course grades for students to the Registrar where they are transferred to the student's permanent academic record (the transcript). Grades appearing on a student transcript are assigned the following values:

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.70	
B+	3.30	
B	3.00	Good
B-	2.70	
C+	2.30	
C	2.00	Average
C-	1.70	
D+	1.30	
D	1.00	Below Average
D-	0.70	
F	0.00	No credit granted

Incomplete	0.00	<p>The grade of incomplete is used only when a student has done passing work, D- or above, but because of circumstances beyond the student's control, has been unable to complete the required work for the course.</p> <p>The incomplete grade is not used to give a failing student an opportunity to redo unsatisfactory work or to allow more time to complete the work when the reasons for the delay have been within the student's control.</p> <p>To be eligible to receive a grade of "I" an online Incomplete Grade Agreement Form must be completed and approved by the instructor and be submitted to the Registrar's Office before final grades are due. Incomplete grades submitted without an Incomplete Grade Approval Form on file will be changed from "I" grade to an "F" grade. The form is available on the IQ main page.</p> <p>The incomplete work must be completed and submitted to the instructor and a permanent grade recorded by midterm of the next semester of the College calendar. If a grade of Incomplete is given during the January term, the work must be completed by midterm of the subsequent spring semester. If the student misses critical experiences of the January term course due to circumstances beyond his/her control, the student will receive a grade of "W" (withdrawal) for the course. If the Incomplete grade is not replaced by a permanent grade by this date, the "I" grade is replaced by the "F" (fail) grade.</p> <p>If a student is awarded an "F" grade because the instructor did not submit a final grade by midterm, the instructor has until the last official day of the semester to change the grade. After the final day of the semester, the "F" grade becomes a permanent grade and cannot be changed.</p> <p>An instructor may recommend to the Registrar's Office an extension of the midterm deadline in cases of special hardship.</p>
Pass/Fail	0.00	<p>To receive a grade of Pass, a student must earn a minimum grade of "C" (2.00). A student earning a grade of "C-" or below in a pass/fail course receives a grade of "F" (Fail). Study abroad credit taken through an affiliated program falls under this grading category.</p> <p>The Pass grade is non-punitive and therefore does not affect the student's grade point average. The Fail grade is punitive and is calculated into the student's grade point average.</p> <p>A student may apply to take a course pass/fail during the first two (2) weeks of a semester or during the first two (2) class days of a summer session course. The completed pass/fail form is submitted to the Registrar's Office, Room 135 Keane Hall.</p>
W - Withdrawal	0.00	<p>A grade of "W" is recorded on a student's transcript for all courses dropped the fourth week through the tenth calendar day after the posting of midterm grades. Courses dropped on or after the 11th calendar day after the posting of midterm grades receive a grade of "F" (fail). Midterm grades are generally due by 1:00 p.m. Tuesday of the 8th week of classes.</p>
AUD - Audit	0.00	<p>A designation of "AUD" is recorded on a student's transcript to signify that a course has been successfully audited. No credit is earned when a course is audited. A January term course may not be audited.</p>

NR-Not Reported	0.00	The grade was not reported to the Registrar's Office by the instructor. Students receiving a grade of NR should contact the instructor.
R-Repeat Course	0.00	The credit and grade for the last enrollment are computed in the GPA.
IP-In Progress	0.00	For use at the conclusion of the first semester of a two-semester course.
NC-No Credit	0.00	Not included in computation of GPA.

GRADE POINT AVERAGE (GPA)

Grade points are determined by multiplying the grade point value for each course (see above) by the number of credit hours for each course. The grade point average is calculated by dividing the total grade points by the number of credit hours attempted on the regular grading system. The grades of I (Incomplete), P (Pass), W (Withdrawal), AUD (Audit), IP (In Progress), and NC (No Credit) are not included in the grade point average. Grades for courses transferred to Loras College are not included in the cumulative grade point average. In order to graduate, a student must earn a minimum cumulative grade point average of at least 2.00.

CHANGE OF GRADE POLICY

A final grade is issued to the student at the conclusion of the course. Once the final grade is submitted by the instructor, that grade is a permanent grade and cannot be changed unless the final grade has been miscalculated or if the final grade is under appeal.

APPEALING A GRADE

Final Grade Appeal Policy

Loras College is committed to ensuring that academic records genuinely and accurately reflect the academic accomplishments and performance levels of students.

The purpose of the *Final Grade Appeal Policy* is to ensure that:

1. Students are protected from capricious or arbitrary academic evaluation and are afforded a clear and fair process for appealing final course grades.
2. Instructors' professional rights and academic freedom are protected, and they are able to exercise professional judgment in evaluating academic performance.
3. Disputes about final grades are handled respectfully, in a manner that upholds the dignity of the student and the instructor as well as the integrity of the institution.

Scope

The *Final Grade Appeal Policy* applies only to disputes about final course grades and may not be used to challenge grades on individual assignments, exams, or activities within a course. Final grade appeals may only be initiated by the student receiving the disputed course grade.

Loras College recognizes that the evaluation of student performance is one of the core professional responsibilities of the faculty. Faculty are granted freedom to use professional judgement in the evaluation of student work and to assign grades on the basis of criteria appropriate to the discipline and level of the course. As such, appeals of final grades may be filed only for the following reasons:

1. An objective error of fact, either a mathematical miscalculation or clerical error in reporting the final grade.
2. The assignment of the course grade was determined on the basis of something other than performance in the course; or
3. The assignment of the course grade was based on criteria different from those used to evaluate other students in the course section; or
4. The assignment of the course grade was determined based on substantially altered grading criteria or standards (from those stated in the course syllabus) that are either unfair, unwarranted, or not communicated to students in a timely fashion.

In all instances of formal grade appeal, the burden of proof is on the student and formal appeals must be accompanied by documentation that demonstrates basis of the appeal.

Formal grade appeals must be initiated within thirty calendar (30) days of the date of the official notification of the final grade.

Final Grade Appeal Procedure

Step 1: Informal Resolution

In many instances, particularly when an unintentional error in calculation or reporting has occurred, disputes over a final course grade can be resolved informally through direct communication (in-person meeting, e-mail, telephone conversation) between the student and the course instructor. When a final course grade is in question the student is expected to contact the course instructor as soon as possible and no later than fourteen (14) calendar days from the date of notification of final course grades to initiate an informal resolution process.

Through this informal communication, the instructor and the student should seek to eliminate any confusion over the assignment of the grade and identify any objective errors in calculation or reporting that may have occurred. It is expected that most issues will be resolved at this level.

If the course instructor agrees that the final grade is incorrect a *Grade Change Form* should be submitted with the appropriate signatures.

If the student and the instructor are unable to resolve the grade dispute or, if the student is unable to contact the instructor (phone call or e-mail not returned within five (5) business days) the student should contact the division chair to file a formal grade appeal. For the purposes of this policy the Dean of the Noonan School of Business shall serve the function of the division chair for appeals associated with instructors in School of Business programs.

Step 2: Formal Grade Appeal

A formal grade appeal may be filed only after informal means have been attempted/exhausted and should be initiated by the student within thirty (30) days of the posting of final semester/term grades.

1. The student completes the student portion of the *Final Grade Appeal Form* and submits a signed copy of the form and all relevant documentation in support of the appeal (see *Final Grade Appeal Form* for list of required and suggested documentation) to the Division Chairperson responsible for oversight of the course instructor.

2. The Division Chairperson shall review the documentation submitted by the student, forward all materials to the course instructor, and either
 - a. Facilitate communication between the faculty and the student to reach an informal resolution, or
 - b. Request the instructor complete the faculty portion of the *Final Grade Appeal Form* and return the form and the instructor's written response to the Division Chairperson.
3. In the event the Division Chairperson is able to facilitate an informal resolution one of the following documents should be submitted to the office of the Associate Dean of Instruction and Assessment:
 - a. *A Grade Change Form*
 - b. The *Final Grade Appeal Form*, with the Withdrawal of Formal Appeal section completed and signed by both the student and the division chair.
4. In the event the Division Chairperson is unable to facilitate an informal resolution, the division chair shall review the materials submitted by both the student and the course instructor, consider any information provided through discussion with the student and/or the instructor (if needed), and submit a written recommendation to the Associate Dean of Instruction and Assessment.
5. The Associate Dean of Instruction and Assessment will review the materials submitted by the student, course instructor, and division chairperson, may request additional information or individual meetings as needed, and will submit a written recommendation to the Vice President for Academic Affairs & Academic Dean.
6. The Vice President for Academic Affairs & Academic Dean reviews the materials and renders a decision on the appeal and will notify the student of the outcome. The decision of the VPAA & Academic Dean is final.

STUDENT RECORDS

TRANSCRIPTS OF ACADEMIC RECORDS

The transcript is a permanent record of the student's academic history. Transcripts will not be issued to anyone who has an outstanding balance at Loras College. Transcript requests are generally processed within 1-2 business days. Transcripts can be picked up in the Office of the Registrar, Room 135 Keane Hall, Monday through Friday between the hours of 8:00 a.m. and 4:30 p.m.

METHODS FOR ORDERING LORAS TRANSCRIPTS

Online

Loras College and the National Student Clearinghouse have partnered to provide students and alumni with access to an online transcript ordering system through a secure website. To access the website go to <http://getmytranscript.com>. First-time users are required to set up a transcript ordering account in accordance with the Family Rights and Privacy Act of 1974. The cost is \$10.00 per transcript (additional options are available at additional cost) plus any online ordering convenience fees. Students desiring an electronic copy of their transcript must go to the website to order. Students should be aware that they must submit their written signature by fax or scanned image through this website if it is their first order; subsequent orders will use the stored signature image to allow transcript release.

By Mail

To request a transcript by U. S. mail, send a signed request and enclose a check or money order in the amount of \$10 for each transcript requested. Include the following information on the transcript request or go to <http://www.loras.edu/academics/registrar/> for instructions on how to print out a paper request form:

1. Your name printed or typed. Indicate any other names or spellings of your name that you may have used while a student at Loras College.
2. Your signature. Your order cannot be processed without your written signature. A computer generated signature cannot be accepted.
3. The approximate dates you attended Loras College.
4. The last 4 digits of your social security number or your 6-digit Loras College ID number, if available.
5. Your current home mailing address, telephone number or email address so we can contact you if there are problems processing your order.
6. The address(es) where each copy of your transcript is to be sent.

In Person

Transcripts may be requested in the Office of the Registrar, Room 135, Keane Hall, Monday through Friday between the hours of 8:00 a.m. and 4:30 p.m. Transcripts with normal processing are \$10.00 per transcript.

Overnight Delivery

Printed and sent by Federal Express (no P.O. Box delivery). In order to ensure overnight service, the request must be made by 1:00 p.m. Central Standard Time. The cost is \$10.00 per transcript plus \$40.00 for express shipping.

CLASS RANK

Loras College does not rank students.

DEAN'S LIST

The Dean's list is compiled at the completion of each semester. To be eligible, a student must earn a minimum grade-point average of 3.50 for the term; and the student must be a full-time student taking at least 12 credits, excluding courses taken pass/fail. A student not wishing to have his/her name published in the media is required to inform the Vice President for Academic Affairs & Academic Dean in writing within the first month of the semester.

EXAMINATIONS

Final examinations are held at the close of the semester, while partial examinations are scheduled during the semester at the discretion of the teacher. All students must take final examinations at the scheduled time.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Higher Education Act of 1965, as amended, requires that each student maintain satisfactory progress in the course of study the student is pursuing in order to receive Federal Title IV financial aid (Pell, SEOG, TEACH, Direct Loan, Perkins Loan, PLUS loan and FWS). SAP measures both a qualitative and quantitative component. These standards are established to encourage students to complete the courses for which aid is received and to progress satisfactorily toward graduation.

In order to be eligible for financial assistance, students must meet at least the minimum standards for satisfactory pace toward a degree (see Table A) as well as the minimum requirements needed to maintain financial aid based on cumulative grade point average (see Table B). At the end of each academic year, the student's cumulative grade point average will be monitored. If the student has a grade point average below what is required to be considered making SAP, the student will lose eligibility for financial assistance.

In addition to maintaining the grades specified in Table B, the student must be progressing in pace towards degree completion (Table A). In order to meet the minimum standards, students must complete two-thirds of all cumulative attempted credits. If a student falls below the minimum standard, the student will lose eligibility for financial assistance. (See Appeals, Probation, and Academic Plans below). Loss of financial assistance includes Loras College assistance, and no aid package will be offered. Suspension of aid is not the same as academic suspension which is handled by the Academic Dean's office.

TABLE A: Minimum Standards for Satisfactory Pace of Progression Towards a Degree

<i>Completed full-time semesters</i>	<i>Minimum percentage of completed semester credit attempted</i>
After 2 semesters 67%	After 2 semesters 67%
After 4 semesters 67%	After 4 semesters 67%
After 6 semesters 67%	After 6 semesters 67%
After 8 semesters 67%	After 8 semesters 67%

TABLE B: Minimum Requirements Needed to Maintain Financial Aid

<i>Completed full-time semesters</i>	<i>Cumulative GPA</i>
After 2 semesters	At least 1.80
After 4 semesters	At least 1.90
After 6 semesters, up to 89 credits	At least 1.98
90 or more credits	At least 2.25

The maximum timeframe in which students are expected to complete their degree is 150% of the program requirement. Students enrolled in the BA or BS program at Loras College may receive financial assistance for a maximum of 180 attempted credits.

The following will not be considered as credits successfully completed: grades of F (Failure) or I (Incomplete), unless work is completed within specified time.

Transfer credits that are accepted at Loras College will be counted toward the total attempted credits in determining whether the student is maintaining SAP and also count towards the maximum 180 credits.

APPEALS, FINANCIAL AID PROBATION, AND ACADEMIC PLANS

When a student loses eligibility for financial assistance because of failure to make SAP, the student may appeal in writing to the Director of Financial Planning on the basis of: an injury or illness, the death of a relative, or other special circumstances. An appeal must be in writing and explain why one failed to make SAP and what has changed that will allow the student to make SAP at the next

evaluation. If the appeal is granted, eligibility for aid will be reinstated for one payment period under financial aid probation. If it is determined that the student needs more than one semester or payment period to make progress, the student will be asked to consult with his/her advisor to develop an academic plan. Upon successful review of the academic plan, a student may be granted probation for longer duration.

RE-ESTABLISHING AID ELIGIBILITY

A student who loses financial aid eligibility can reestablish eligibility by successfully completing sufficient credit hours and/or attaining the cumulative GPA required while not receiving aid.

SCHOLASTIC WARNING, PROBATION AND DISMISSAL

Loras students are considered to be in good academic standing if they have not been placed on scholastic probation for the current semester and are making satisfactory academic progress. Scholastic warning and probation guidelines are in effect for all students upon completion of their first semester of enrollment at Loras College. Dismissal guidelines are in effect for all students upon completion of their second semester of enrollment at Loras College. Students with extremely poor academic performance upon completion of their first semester of enrollment may be dismissed at the discretion of the Academic Dean. Students are placed on scholastic warning, scholastic probation, or dismissed from the College based upon the following table:

Earned Credits	Dismissal	Probation	Warning
1-24	below 1.800	1.800-1.899	1.900-1.999
24.1-48	below 1.850	1.850-1.899	1.900-1.999
48.1-72	below 1.900	1.900-1.949	1.950-1.999
72.1-89.9	below 1.950	1.950-1.979	1.980-1.999
90+	below 2.000	2.000-2.249	2.250- 2.499

Students who are on scholastic warning or scholastic probation may be dismissed at the close of any semester in which work is deficient based upon the table above.

DISMISSALS AND MEDICAL WITHDRAWALS

Student academic standing is reviewed at the conclusion of the fall and spring terms. For fall term dismissals, dismissed students who are enrolled in a Loras College January term class will be allowed to remain in the January term course **IF** they plan to appeal the dismissal. **Students who do not communicate their intent to appeal the dismissal by the first day of the January term will be dropped from the January term course, forfeit the course deposits and will be subject to the normal refund policies and refund schedule for the course fees billed.** If the dismissal decision is overturned there will be no changes to the student’s registration. If the decision is sustained, the student will be allowed to complete the January term and the registration for the spring semester will be canceled.

Students who need to withdraw from a January term course for medical reasons must provide valid medical documentation to the Loras College Health Center in order to be eligible to have the course fee refunded to the student’s account.

For spring term dismissals, students who are enrolled in summer term course(s) will have their registration cancelled only for Session II classes. Students registered for Session I and full summer term

classes may be allowed to complete these courses at the discretion of the Admission and Academic Standards Committee.

The Admission and Academic Standards Committee reserves the right to examine and take action on any student exhibiting low scholarship or failing to make satisfactory academic progress following each semester. All students dismissed from the College have the right of appeal to the Admission and Academic Standards committee. During the appeal process, a student's academic and conduct records will be taken into consideration.

Review of a decision of the Admission and Academic Standards Committee may be petitioned only by a student who has been dismissed. The petition for review must be written and prepared by the student and filed in the Academic Dean's Office within three business days of notification of dismissal, and must also include reasons for the request and the factual information to substantiate those reasons. The request for review must be based on one of the following:

- The student believes the Admission and Academic Standards Committee decision was flawed procedurally
- College policy was not applied correctly
- Additional information not available for the Admission and Academic Standards Committee hearing is available, which could alter the outcome of the case

If there is valid basis for review, then the Academic Dean will proceed and recommend a course of action to be taken. The recommendation may include:

- Affirm the decision of the Admission and Academic Standards Committee
- Overturn the decision of the Admission and Academic Standards Committee

The decision of the Academic Dean is final.

ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES

Students accepted under restrictions are initially ineligible to participate in co-curricular activities until they have established themselves as eligible by meeting the criteria listed in this section.

Co-curricular activities are defined as those activities under college auspices with a staff member in charge or moderating, done for the public or in intercollegiate competition, and not done for college credit.

In order to participate in co-curricular activities, students must meet both the minimum standards for satisfactory progress toward a degree (see Table A) and the minimum standards for good academic standing based on cumulative grade point average (see Table B):

Table A: Minimum Standards for Satisfactory Progress Towards a Degree

Completed full-time semesters	Completed semester credits*
After 2 semesters	At least 20
After 3 semesters	At least 34
After 4 semesters	At least 48
After 5 semesters	At least 60
After 6 semesters	At least 72

After 7 semesters	At least 84
After 8 semesters	At least 96

*Includes AP, CLEP and course credits that are recognized by Loras College

Table B: Minimum Requirements for Good Academic Standing

Earned Credits	Cumulative GPA**
1-24	At least 1.90
24.1-48	At least 1.90
48.1-72	At least 1.95
72.1-89.9	At least 1.98
90 or more credits	At least 2.25

**The cumulative GPA is a student's Loras College institutional GPA

Students who have been determined to be ineligible for participation in co-curricular activities because they have fallen below the minimum standards for satisfactory progress or for good academic standing may appeal to the Associate Dean of Instruction and Assessment.

Eligibility is assessed each semester for all students. Students on academic probation are not eligible to participate.

Students who have been ruled ineligible, then later regain their eligibility, are eligible to participate the day following the completion of the institution's final examinations for that semester, provided the requisite grades and credits have been officially recorded in the Office of the Registrar.

Loras College will initially assume that all incoming transfer students are meeting satisfactory progress and are in good academic standing, unless they have not met the requirements of their previous institution.

A grade of "I" (Incomplete) must be successfully completed in order to be counted toward satisfactory progress and academic good standing. If the successful completion of an incomplete grade enables the student to satisfy the standard for both satisfactory progress and good academic standing, then that student can be eligible to participate as soon as the grade is officially recorded in the Office of the Registrar.

Responsibility for compliance with these regulations rests with the Director of Athletics and the moderators or directors of the other co-curricular activities. Names of participants are submitted to the Office of the Registrar, who verifies academic eligibility before participation.

For the purpose of intercollegiate athletics, "participation" is defined as practice or competition involving the team or one or more coaches.

Students participating in co-curricular activities should note the policy regarding scholastic probation and dismissal in this bulletin. Students should be aware that maintaining eligibility to participate in co-curricular activities does not automatically ensure continued financial aid eligibility. Refer to the financial aid section of this bulletin for more information.

WITHDRAWAL FROM THE COLLEGE

A student who discontinues study at Loras College must complete an official withdrawal form by scheduling an exit interview with the Student Retention Coordinator by calling 563-588-7829. The student's official withdrawal date is the date the student submits the withdrawal form, which will be made available following the exit interview. The official withdrawal date is used to calculate tuition owed and any refunds for which the student is eligible.

A student withdrawing from the College must return the laptop computer to the Technology Center Help Desk. Failure to do so may result in legal action. The student is encouraged to contact the Business Office to verify any outstanding balance, the Financial Planning Office for information on loan repayment, and the post office to complete a change of address form. If the student resides in campus housing, they must contact the Residence Life staff to complete a check-out.

SUMMER SESSION

Loras College offers summer courses. Classes are scheduled throughout the morning, afternoon and evening hours and last 4-10 weeks, depending on the course.

POLICY ON ADMISSION OF UNDERGRADUATES TO GRADUATE COURSES

Seniors who meet the following criteria may take courses numbered 500 to 699 for graduate credit if:

1. They have senior status, exclusive of student teaching credits.
2. They are otherwise eligible for admission to graduate study.
3. They limit their load to a maximum of fifteen (15) credits for the semester including undergraduate and graduate credits.
4. They file an application for admission to study as a special student, pay the application fee and secure the approval of the division in which they wish to earn graduate credit.

Credits earned as a graduate student under this policy may not be used to fulfill any undergraduate requirements. Undergraduate students admitted to graduate study under this policy may earn a maximum of 15 graduate credits. Graduate credits earned under this policy may be applied to a graduate program only with the approval of the appropriate division chair.

ASSESSMENT REQUIREMENTS

Loras College is committed to offering high quality programs for its students and systematically collecting data that are used for informed discussions about program effectiveness and improvement. The purpose of assessment is to evaluate institutional effectiveness by measuring student progress toward educational goals. Throughout the undergraduate curriculum selected samples of students are required to complete surveys, take standardized tests, and submit specific assignments. All academic majors have a graduation requirement which includes a capstone experience.

Surveys: Student input concerning expectations, successes, and evaluations of the curriculum is obtained with formal survey instruments. National Surveys are cycled every 2-3 years with sample populations from appropriate cohorts. A statistical sample of alumni receive the Survey of Alumni in their third and tenth years after graduation.

Dispositions: All students are required to complete a series of reflections with supporting Loras artifacts on their growth and development through educational and co-curricular endeavors. Students

will complete a portfolio or a capstone that includes the disposition assessment. Student portfolios must receive a passing grade in order for students to graduate.

Capstone Experiences: All seniors complete a capstone requirement in their respective major fields. The capstone experiences are designed to give the student a synthesis and overview appropriate to the discipline. Examples of capstone experiences are as follows: thesis, recital or art exhibit, seminar course, comprehensive examination, practicum or internship. See the respective program listings for the specific requirements.

DEGREE REQUIREMENTS

Student must:

- Be formally accepted to Loras College.
- Earn a minimum of 120 semester credits. Thirty of the last forty credits must be completed at Loras.
- Earn a minimum cumulative grade point average of 2.00.
- Complete all requirements for at least one major including the stated minimum major grade point average.

Complete general education requirements as follows:

Foundational Courses:	12-13 credits
Modes of Inquiry-FI course	3 credits
Writing-FW course	3 credits
Public Speaking-FS course	3 credits
Mathematical Modeling-FM course	3-4 credits
Mission Courses:	6 credits
Catholic Traditions course-MC	3 credits
Democracy and Global Diversity class-MD	3 credits
Advanced General Education Courses	15-16 credits
Aesthetic Dimension-AA course	3 credits
Cultural Traditions-AC course	3 credits
Humanity in the Physical Universe-AH course	3-4 credits
Identity and Community-AI course	3 credits
Values and Decision Making-AV course	3 credits
Portfolio Course-PJ	1 credit

JANUARY TERM REQUIREMENT

All students must complete a minimum of two courses offered during the January term, or receive a waiver based on the amount of transfer credit. These courses are designed to incorporate strong experiential learning elements. More information can be found at <http://loras.edu/Academics/January-Term/January-Term-Policies.aspx>.

GRADUATION

POLICY ON PARTICIPATION IN GRADUATION CEREMONIES

Students who will have completed all requirements in May, during the following summer session or during the following fall term are eligible to participate in the May commencement ceremony. Students completing requirements through summer or fall coursework will need to present proof of

registration in order to be eligible to participate in May commencement. Students completing requirements during the summer or fall term will be noted in the commencement program.

GRADUATION HONORS

Baccalaureate degrees with honors are conferred based upon the Loras College cumulative grade point average, computed at the time of graduation (GPAs are not rounded up). Students who have completed a minimum of 60 credits in residence at Loras College and demonstrated high academic achievement may receive one of the following honors designations:

- Summa cum laude: minimum cumulative GPA of 3.9
- Magna cum laude: minimum cumulative GPA of 3.7
- Cum laude: GPA minimum cumulative GPA of 3.5

Graduation honors are noted in the commencement program for students who have attained the appropriate GPA at the time of application to graduate and based upon the cumulative GPA earned prior to the semester of graduation. All honors are considered unofficial until the certification of the student's final semester grades and final cumulative GPA. Official graduation honors are noted on the final transcript and diploma.

Students not wishing to have graduation honors released to the media are required to inform the Office of the Registrar in writing within one month of the beginning of the student's final semester.

THE LORAS COLLEGE GENERAL EDUCATION CURRICULUM

GOALS AND PHILOSOPHY

A. The General Education Program at Loras College

General Education is that portion of the Catholic, liberal arts curriculum at Loras College that addresses the dispositions, skills, and knowledge possessed by educated persons. The goal of general education is to provide students with the ability to make thoughtful choices to learn, to act, and to contribute to society throughout their lives. To succeed in achieving these goals students must responsibly contribute their own intelligence and best efforts.

B. Teaching Philosophy

We believe that:

1. the main purpose of a liberal arts college is to create a learning community that promotes for all the desire to know and the ability to learn;
2. students retain more of what they learn when they generate and complete projects and activities that apply theories and ideas to concrete research and real world situations;
3. students enhance their own critical and creative intelligence when they collaborate and share knowledge;
4. students are more likely to construct original, innovative work when they connect ideas and concepts from different disciplines;
5. the most effective teachers recognize differences among learners and use various techniques to help everyone learn; and
6. excellent teaching and learning require close, continuing cooperation among faculty, students, staff, and administration who each take personal responsibility for learning.

C. Dispositions of a Loras-Educated Student

1. Active learners
2. Reflective thinkers
3. Ethical decision-makers
4. Responsible contributors

D. Skills for Life-Long Learning

A Loras degree will develop intellectual skills in these areas:

1. Written and Oral Communication

Students will learn to use informal writing and oral communication as a tool to develop knowledge and to:

- a. Express creative or inventive thinking
- b. Learn course content
- c. Encourage self-reflection
- d. Express a first understanding of research topics
- e. Integrate knowledge

Students will learn to use formal written and oral communication to:

- a. Support ideas with evidence
- b. Display creativity, voice and a sense of audience
- c. Organize writing and speeches in ways consistent with the purpose of the paper or speech
- d. Demonstrate critical thinking
- e. Use standard English and an effective prose or verbal style

2. Critical Thinking and Reading

- a. Students will learn to formulate questions and to set goals for an inquiry to:
- b. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected whether the information is print or electronic, qualitative or quantitative
- c. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternate meanings or solutions to given situations or problems; to analyze the problem from more than one disciplinary perspective; to integrate knowledge into a larger context
- d. Analyze the logical connections among facts, goals, and implicit assumptions relevant to a problem or a claim and to generate and evaluate the implications which follow from them
- e. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by themselves and others; to use the analysis of values to make ethical decisions

3. Information Literacy

Students will have the ability to:

- a. Identify a core of major information resources and construct a research strategy
- b. Locate various sources of appropriate information for a research topic, evaluate the credibility of sources, and correctly cite them
- c. Use appropriate library resources, print and or/electronic, to collect information

- d. Recognize when to use information technology, and how to use it to collect, analyze, and present data in a meaningful way
- e. Adapt to changes in information technology and to differences in technological resources between separate occupational environments
- f. Demonstrate ability with major information technology resources used for word processing, spreadsheet analysis, information presentation, electronic communication, web authoring and electronic search

GENERAL EDUCATION REQUIREMENTS (TOTAL CREDITS=35-36)

FOUNDATIONAL COURSES: 12-13 CREDITS

Foundational courses prepare students for active learning and reflective thinking by providing the skills and common knowledge necessary to a liberal arts education at Loras College. Although initiated in these courses, the methodology of active learning and the development of writing and communication skills continues at all levels of the general education program. The writing, communication, and mathematical modeling courses are tiered by aptitude and ability.

- 1. Modes of Inquiry (FI) (3 cr.)
- 2. Foundational Writing (FW) (3 cr.)
- 3. Public Speaking (FS) (3 cr.)
- 4. Mathematical Modeling (FM) (3-4 cr.)

MISSION COURSES: 6 CREDITS

The Democracy and Global Diversity and Catholic Tradition courses are writing-intensive courses where students will be asked to further develop their research and research-based writing skill; presentation skills and critical thinking ability.

- 1. Catholic Tradition (MC) (3 cr.)
- 2. Democracy and Global Diversity (MD) (3 cr.)

ADVANCED GENERAL EDUCATION COURSES: 15-16 CREDITS

The advanced level of the general education curriculum is intended to a) acquaint students with the key modes of scholarly inquiry and discourse, b) provide them with the opportunity to make connections and understand the interdependence between and among different areas of knowledge, c) allow them to experience learning as a shared enterprise, and d) offer them opportunities to make ethical decisions about the critical issues facing the human community.

1. The Aesthetic Dimension of Human Experience (AA) (3 cr.)

Students will ask questions about the nature and purpose of human creativity. Courses which are used to fulfill this requirement will examine works of literature, art, drama, film, dance, or music or ask students to produce their own creative works and reflect on the context and process of that creation in order to gain an understanding of aesthetic experience. Students explore how the fine arts and literature enrich, shape, and express the human spirit.

The student will begin to address the following questions and topics:

- a. How do the creative processes both reflect and shape the experience of being human?
- b. What is the nature and purpose of literature or the fine arts?
- c. In what ways do the fine arts or literature articulate, perpetuate, or transform cultural and other values and meanings in a civilization?

- d. What are the various contexts in which aesthetic works are produced?
- e. How do writers, artists, or composers express meaning through the structure of their work?

2. Cultural Traditions Across Generations (AC) (3 cr.)

Students will ask questions about cultural traditions in order to free themselves from a narrowness of vision which is restricted to their own time and place. Courses that are used to fulfill this requirement examine the past or contemporary cultural contexts within which decisions are made and ideas and institutions evolve. Students will analyze cultural information in order to recognize the role expectations and social conventions that shape human behavior within that society. They will decide how collective human memory, given shape and discipline by methods designed to explore the past, provides the experience from which one might better define the present and consider the future. They should be able to both empathize with the culture under study and to critically analyze its patterns of living or development.

The student will begin to address the following questions and topics:

- a. What is culture?
- b. How does one systematically collect and analyze cultural information?
- c. What generalizations or stereotypes exist about the subject culture? How does one evaluate those generalizations?
- d. How do role expectations and social variables such as age, gender, class, religion, ethnicity, etc., affect how humans interact and develop a worldview within the subject culture?
- e. How does the study of historical development help one to understand the complex nature of change and continuity in human experience?

3. Foundations for Values and Decisions (AV) (3 cr.)

Students will ask questions about the consequences of personal and social values, the nature of reality, and the purpose of human life. Courses that are used to fulfill this requirement will explore and help the student gain an understanding of central questions of human destiny, values, and decision-making. These issues may be addressed through philosophical analysis; through the exploration of spiritual and religious values, or through the investigation of a social justice issue. All courses will include at least an introduction to the study of the specific moral or spiritual principles on which value judgments or decisions to act are made about the central issue of the course.

The student will begin to successfully discern, understand, and ultimately incorporate into his or her own life, answers to the following questions:

- a. How does one formulate a reasonable and coherent set of moral values?
- b. What are the methods for identifying specific moral and factual assumptions underlying a given moral controversy?
- c. Are there moral principles which have received cross-cultural affirmation?
- d. How does one connect moral reflection to action?
- e. What constitutes a philosophy of life and world view? How does one formulate satisfactory versions of a philosophy of life and a world view?

4. Humanity in the Physical Universe (AH) (3-4 cr.)

Students will ask questions about how the natural sciences provide a powerful means to understand and shape the world. Courses which are used to fulfill this requirement will address multiple dimensions of the material universe and help the student achieve levels of competency and capacity in the elements of “scientific literacy” on both the theoretical and applied (i.e., research experience) levels. Students will be given the chance to help design experiments to demonstrate the principles on which science is based. Courses which are used to fulfill this requirement will presuppose familiarity with quantitative reasoning, methods of analysis, and other skills achieved within the prerequisite general education mathematics courses.

The student will begin to address the following questions and topics:

- a. What is the scientific method? What is the role of experiments in analyzing nature?
- b. What is the nature and role of truth, evidence, and proof in science?
- c. What are the connections among the sciences, and between the sciences and mathematics?
- d. How can science be used to place important public issues in context?

5. Identity and Community (AI) (3 cr.)

Students will ask questions about how human identity is formed. Courses which are used to fulfill this requirement will address the individual in relation to self and society. Students will explore dimensions of human development and interaction in order to understand how the individual and society interact to construct personal identity. Students will become aware of how they could use that knowledge to take a more purposeful and active approach toward their own interaction with the larger community.

The student will begin to address the following sorts of questions and topics:

- a. What does it mean to be human?
- b. What is the nature of the self?
- c. How do humans, precisely as social and psychological beings, create their identity through everyday interactions with other people and institutions?
- d. How do humans create their identity through self-expression?
- e. How do situational variables and social conventions shape human behavior?

PORTFOLIO (PJ)

After completing the majority of required general education courses and courses in their majors, Loras students will reflect on how they have developed the dispositions and skills necessary to continue or complete a program of liberal learning. To support their claims, each student will create and circulate an electronic portfolio as either a stand-alone course or as part of the capstone or culminating requirement in the major. The College will review these portfolios and use them to assess the extent to which students meet the specific goals of its general education curriculum.

In their portfolios, students will reflect on artifacts collected from their general education courses and other educational experiences to demonstrate progress toward liberal learning objectives.

The portfolios should demonstrate:

1. That students understand the dispositions desired of a Loras-educated person
2. That they have collected a body of significant work that reveals their ability to communicate and think
3. That they have organized that body of work as evidence to support the claim that they have progressed toward the desired dispositions
4. That they have integrated their involvement in general education and major courses, experiential learning (if taken), and co-curricular activities to produce an electronic document that is accessible to a community of readers and evaluators to include faculty, potential employers, graduate schools, and other students

Prerequisite: Completion of three of the five advanced general education courses.

FOUNDATIONAL COURSES

COURSES THAT SATISFY THE MODES OF INQUIRY-FI REQUIREMENT

L.CTL-100	Modes of Inquiry-FI
L.HON-100	Modes of Inquiry-FI
L.LIB-100	Modes of Inquiry-FI

COURSES THAT SATISFY THE COLLEGE WRITING-FW REQUIREMENT

L.LIB-105	College Writing-FW
L.ENG-111	Critical Writing-FW

COURSES THAT SATISFY THE REQUIREMENT FOR COMMUNICATION-FS REQUIREMENT

L.LIB-110	Public Speaking-FS
-----------	--------------------

COURSES THAT SATISFY THE MATHEMATICAL MODELING-FM REQUIREMENT

L.MAT-111	Math for Elementary School Teachers II f FM
L.LIB-112	Survey of Math Models-FM
L.MAT-113	College Algebra I-FM
L.MAT-115	Statistics-FM
L.MAT-117	Pre-Calculus Mathematics-FM
L.MAT-150	Calculus of One Variable I-FM

MISSION COURSES

COURSES THAT SATISFY THE DEMOCRACY & DIVERSITY-MD REQUIREMENT

L.LIB-220	Democracy/Global Diversity-MD
L.HON-220	Democracy/Global Diversity-MD

COURSES THAT SATISFY THE CATHOLIC TRADITION-MC REQUIREMENT

L.CTL-130	Human Dignity & Human Rights-MC
L.LIB-130	Catholic Voices-MC
L.LIB-130	Empowered Catholic Women-MC
L.LIB-130	The Heart of the Matter-MC

L.LIB-130	Monastery Voices-MC
L.LIB-130	Seasons of the Sacred-MC
L.LIB-130	Social Justice Today-MC
L.LIB-130	Three French Guys-MC
L.LIB-130	The Inner & Outer Worlds of the Worldly Mystics-MC
L.LIB-130	Witnesses to Hope, Heart & Humanity-MC
L.LIB-135	Sacramentality, Mediation, and Communion-MC
L.LIB-135	Catholicism and African Tribal Religions-MC
L.LIB-135	Spiritual Journeys-MC
L.LIB-135	Spiritual Memoirs-MC
L.LIB-135	Priests, Ministers, Rabbis-MC
L.LIB-130	Honors Catholic Traditions-MC
L.LIB-135	Honors Catholic Traditions-MC

ADVANCED GENERAL EDUCATION COURSES

COURSES THAT SATISFY THE AESTHETIC DIMENSION-AA REQUIREMENT

L.ART-270	Beginning Drawing-AA
L.ART-280	Painting Music-AA
L.COM-250	Western Theatre-AA
L.COM-251	American Theatre-AA
L.COM-285	World Cinema-AA
L.EDU-230	Children & Young Adult Literature-AA
L.ENG-231	Short Fiction-AA
L.ENG-232	The Novel-AA
L.ENG-233	Drama-AA
L.ENG-235	The Revisionist Superhero-AA
L.ENG-239	Creative Nonfiction Writing-AA
L.ENG-241	Writing the Mississippi-AA
L.ENG-242	Chicago Literature-AA
L.ENG-250	Literary London and Beyond-AA
L.ENG-251	Literature of the Frontier & American West-AA
L.ENG-252	The Law in American Film and Fiction-AA
L.ENG-264	American Literature: Search for Identity-AA
L.HIS-333	Imperial Geographies-AA
L.MUS-252	Music Appreciation-AA
L.MUS-350	Music in the Movies-AA
L.PHI-290	Christianity Film & the Arts-AA
L.PSY-267	Psychology and the Arts-AA
L.REL-252	God's Literature-AA
L.REL-325	Liturgical Music/Theology-AA
L.SPW-247	Colonial Literature of Latin America-AA

COURSES THAT SATISFY THE CULTURAL TRADITIONS-AC REQUIREMENT

L.BUS-379	The Rise and Fall of the Celtic Tiger-AC
L.COM-388	Art & Dissent in Czechoslovakia-AC
L.CRJ-275	Creating and Controlling Crime-AC

L.CRJ-276	Restorative Justice-AC
L.CTL-260	Communication for Communion-AC (cross-listed as L.REL-260)
L.CTL-262	Little Less Than a God-AC (cross-listed as L.REL-262)
L.CTL-263	Martyrs, Mendicants and Masterpieces-AC (cross-listed as L.REL-263)
L.CTL-264	Catholicism Encounters Modernity-AC (cross-listed as L.REL-264)
L.EDU-265	Multicultural Education-AC
L.ENG-225	Literature of Oppression & Resistance-AC
L.ENG-273	The Gothic Imagination-AC
L.ENG-274	Irish Gothic-AC
L.ENG-287	Irish Women's Writing-AC
L.ENG-290	Canadian Imagination-AC
L.EXP-240	Global Service Learning-AC
L.HIS-235	Race & Gender Reform in the United States-AC
L.HIS-239	United States Women's History-AC
L.HIS-245	The Celts-AC
L.HIS-249	Russian Civilization-AC
L.HIS-257	Modern Brazilian History & Culture-AC
L.HIS-277	Modern Chinese History & Culture-AC
L.HIS-282	History as Film Africa-AC
L.LIB-245	The Irish in America-AC
L.LIB-252	Traditional Forms of Healing-AC
L.PHI-376	Philosophy and the Rise of Christianity-AC (cross-listed as L.CTL-265)
L.POL-351	Comparative Environmental Politics-AC
L.PSY-227	Culture & Psychopathology-AC
L.REL-261	Christ and Culture-AC
L.REL-318	Councils, Creeds and Culture-AC
L.SCW-265	Cultural Competency in Practice-AC
L.SOC-250	Aryan Societies-AC
L.SOC-254	Race and Ethnicity-AC
L.SOC-272	Global Inequality-AC
L.SPW-267	The Latino Experience in U.S.-AC

COURSES THAT SATISFY THE HUMANITY IN THE PHYSICAL UNIVERSE-AH REQUIREMENT

L.BIO-242	Microbes-AH
L.BIO-248	Science of Food & Cooking-AH
L.BIO-259	Issues in Environmental Biology-AH
L.BIO-260	Human Anatomy & Physiology-AH
L.BIO-265	Issues in Bird Biology-AH
L.BIO-270	Human Exercise: Measurements & Limits-AH
L.BIO-272	Biology of Women-AH
L.BIO-273	Human Genetics-AH
L.BIO-279	Experimental Design & Biostatistics-AH
L.BIO-325	Environmental Issues in Costa Rica-AH
L.BIO-375	Conservation Biology-AH
L.CHE-208	Forensic Chemistry-AH
L.CHE-260	The Chemistry of Art-AH
L.CHE-261	Nutrition: You Are What You Eat-AH
L.CHE-262	Global Warming: Fact or Fiction-AH

L.CHE-263	Energy and Water-AH
L.PHY-207	Powerful Ideas in Physical Science-AH
L.PHY-208	Astronomy-AH
L.PSY-285	Drugs & Human Behavior-AH

COURSES THAT SATISFY THE IDENTITY AND COMMUNITY-AI REQUIREMENT

L.ATR-350	Psychology of Athletic Injuries-AI
L.COM-255	Interpersonal Communication-AI
L.COM-286	Identity & Community in Rock & Roll-AI
L.COM-386	Conflict Resolution-AI
L.ECO-237	Community/Identity Urban America-AI
L.ENG-240	The Nature of Nature in Ireland-AI
L.ENG-248	Caribbean/African/Asian Lit of Identity-AI
L.ENG-255	All for One, One for All-AI
L.HIS-229	African American History-AI
L.HIS-230	Community & Identity in the American West-AI
L.HIS-248	The Cold War-AI
L.HIS-272	Japan in the Modern World-AI
L.HIS-342	The Reformation-AI
L.HIS-346	Isle of Saints: A Study Tour-AI
L.PHI-250	Human Identity in Community-AI
L.PSY-224	Applied Social Psychology-AI
L.PSY-225	Personality-AI
L.PSY-252	Positive Psychology-AI
L.PSY-323	Psychology of Adulthood & Aging-AI
L.REL-316	Pilgrims in Their Own Land-AI
L.REL-320	Sacraments: Catholic Identity in Community-AI
L.SCW-260	Identity & Alternative Lifestyles-AI
L.SMG-280	Women in Sport-AI
L.SOC-252	Self & Society-AI
L.SPW-277	U.S. Latino Literature-AI
L.SPW-285	Asset Mapping Iowa Latinos-AI
L.SPW-287	Latin American Communities Through Literature-AI

COURSES THAT SATISFY THE VALUES AND DECISION MAKING-AV REQUIREMENT

L.BUS-260	Morals and Money-AV
L.BUS-341	Marketing Ethics-AV
L.CRJ-280	Ethical Considerations in Criminal Justice-AV
L.ECO-236	Quest for Ethical Development-AV
L.ECO-254	God, Catholicism & Capitalism-AV
L.HIS-231	History of U.S. Sexuality-AV
L.PHI-311	Business Ethics-AV
L.PHI-313	Environmental Ethics-AV
L.PHI-314	Computers, Ethics & Society-AV
L.PHI-315	Communication Ethics-AV
L.PHI-316	Ethics in Philosophy, Literature & Film-AV
L.PHI-317	Ethics and the New Genetics-AV

L.PHI-318	The Theory and Practice of Bioethics-AV
L.PHI-319	Neuroethics-AV
L.POL-321	War and Pacifism-AV
L.REL-272	Christian Sexual Morality-AV
L.REL-335	Belief, Unbelief and the Good Life-AV
L.REL-345	Issues in Christian Ethics-AV
L.SMG-270	Ethics in Sports-AV

PORTFOLIO COURSE

COURSE THAT SATISFIES THE PORTFOLIO-PJ REQUIREMENT

L.LIB-305: Portfolio-PJ

L.LIB-305 assists students in completing the preparation of their Loras Portfolio. In the portfolio class, the student presents a case for growth and change in terms of the Loras dispositions and life-long learning skills. All portfolios are electronic and posted online. Students will serve as peer reviewers of colleagues' portfolio reflections. Prerequisites: completion of three of the five advanced general education courses. 1 credit. Each semester.

It should be noted that academic divisions may incorporate the Portfolio learning objectives into a major-specific "capstone course". Students should consult their faculty advisor for more information.

JANUARY TERM

The following is a list of January term courses. For January term calendar, schedule, course descriptions and polices, students should reference: <http://loras.edu/Academics/January-Term.aspx>.

L.ACC-360	Accounting Research & Analysis
L.ART-296	Discover the World of Art History
L.ATR-350	Psychology of Athletic Injuries-AI
L.BIO-100	Population Biology
L.BIO-205	Diabetes, Heart Disease, & Cancer
L.BIO-222	Evolution in Darwin's Culture
L.BIO-235	Plants and Human Health
*L.BIO-242	Microbes-AH
L.BIO-248	Science of Food & Cooking-AH
L.BIO-300	Intensive Science Research Experience
L.BIO-315	Bird Conservation in South Texas
L.BIO-325	Environmental Issues in Costa Rica-AH
L.BUS-115	Business Tours
L.CHE-150	Career Options in Science
L.CHE-151	Chemistry of Forensics
L.CHE-152	From Caveman to Scientist
L.CHE-200	Intensive Science Research Experience
L.CHE-203	The Science of Paintings
*L.CIT-110	Principles of Computing & IT
L.COM-125	Go Dog Go: The Human/Canine Connection
L.COM-262	Photojournalism

L.COM-263 The Wonderful World of Animation
 L.COM-289 Global Filmmaking
 L.COM-302 Creative Children's Theatre
 L.COM-375 Roots: Blues and Rock & Roll
 L.COM-388 Art & Dissent in Czechoslovakia-AC
 *L.CRJ-253 Introduction to Corrections
 *L.CRJ-254 Comparative Courts: US/Canadian Policy
 L.CTL-263 Martyrs, Mendicants & Masterpieces-AC
 L.CTL-264 Catholicism Encounters Modernity-AC
 L.EDU-203 Teaching for Social Justice
 L.EDU-253 STEM Curriculum & Methods for Elementary Teachers I
 L.EDU-261 Early Childhood Language and Literacy
 L.EGR-240 Mechatronics & Smart Product Design
 L.EGR-242 Manufacturing Process & Design
 L.EGR-491 Engineering Capstone Design II
 L.ENG-150 Composing With Video
 L.ENG-236 Writing the Midwest Landscape
 L.ENG-242 Chicago Literature-AA
 L.ENG-253 Native Voices, Native Lives
 L.ENG-254 Travel Writing: Guatemala & Int'l Serv.
 L.ENG-201 Poetry in Performance
 *L.ENG-389 Revision Editing & Publishing
 *L.EXP-140 Health Profession Experience: CNA
 *L.EXP-240 Global Service Learning-AC
 L.EXP-175 Leopold & Art of Conservation Education
 L.EXP-273 The Sustainable Community
 L.HIS-162 The Scramble for Africa
 L.HIS-232 Hoover & Great Depression
 L.HIS-278 Chinese Cities Past & Present
 L.HIS-285 Arab-Israeli Conflict
 L.HIS-344 Celtic Christianity & Roman Catholicism
 L.HIS-365 Contemporary Urban Portugal
 L.HIS-385 Peace in Israel & Palestine
 L.KIN-240 Methods of Group Exercise Instruction
 L.KIN-330 Motor Learning
 L.LIB-112 Survey of Math Models-FM
 *L.MAT-111 Math for Elementary School Teachers I
 L.MUS-100 Soundscapes
 L.MUS-117 The Jazz Experience
 L.MUS-217 The Jazz Experience-AA
 L.MUS-350 Music in the Movies-AA
 L.NEU-211 Techniques in Neuroendocrinology
 L.PHI-225 Art, Beauty & Meaning
 L.PHI-278 Bioethics Society Culture
 L.PHI-318 The Theory and Practice of Bioethics-AV
 L.PHI-376 Philosophy and the Rise of Christianity-AC
 L.POL-203 Road to the White House
 *L.PSY-131 Psychology of Stress

L.PSY-190	The Working Poor
*L.PSY-252	Positive Psychology-AI
L.REL-212	Roman Catholic Sacred Spaces
L.REL-214	Islam in America
L.REL-215	Eastern Christianity: Then and Now
L.REL-216	Catholic Church in Latin America
L.REL/CTL-263	Martyrs, Mendicants & Masterpieces-AC
L.SCW-190	The Working Poor
L.SMG-225	Sports Business
L.SMG-345	Sport Facility & Event Management
L.SOC-101	Sociology in Action
L.SOC-310	Cultural Analysis
L.SPA-237	El Camino de Santiago
L.SPW-265	Remembering the Disappeared

* Also offered during terms other than January.

Applicants for a January term study away program must have a minimum cumulative grade point average of 2.5.

SPECIAL ACADEMIC PROGRAMS AND MAJORS

THE BREITBACH CATHOLIC THINKERS AND LEADERS PROGRAM

The Breitbach Catholic Thinkers and Leaders program began in fall 2007 to form students in the Catholic intellectual tradition and leadership in order to develop a community of Catholic servants who live out their vocations with awareness of the needs of others and by responding through self-gift.

Through program coursework and by earning a Catholics Studies minor, students engage key thinkers and themes within the Catholic intellectual tradition. In discussions and activities outside the classroom, students grow in leadership skills and experiences, and concentrate on bringing the principles of the Loras Catholic Identity Statement to life. Students who are selected for the Breitbach Catholic Thinkers and Leaders Program receive a yearly scholarship. Interested incoming first year students should inquire with the Admission and Financial Planning Offices as to admission requirements for the program and scholarship.

Continuing scholarship students must be full-time. Students are expected to successfully complete all components of the Breitbach Catholic Thinkers and Leaders Program; students' progressive growth and continued membership in the program are evaluated through the Formation and Probation Policy.

For more information about participation, please contact Dr. Amanda Osheim.

PROGRAM REQUIREMENTS

Course Requirements:

Breitbach students are expected to complete a minor in Catholic Studies. In addition, they complete the following required courses:

First Year (fall): CTL 100/Modes of Inquiry

First Year (spring): CTL 130/The Displaced Person

Junior Year (fall): CTL 274/All for One (AI) clustered with CTL-277/Belief, Unbelief and the Good Life (AV)
Junior Year (J-term): CTL 260/Church in Italy
Senior Year (fall): CTL 490/Seminar on Leadership and Social Justice
Senior Year (fall): CTL 305/Portfolio (If portfolio is not embedded into the major capstone).

Co-Curricular Requirements:

Sophomore Year: Leadership Formation and Project (Tuesdays 5:30-7:30 p.m.).
Sophomore Year: Urban Immersion weekend during fall free days at the Darst Center, Chicago, IL
Senior Year: Senior Social Justice Project; Retreat Leadership
All Years:

- Loras Leadership Formation
- Community Service (10 hours/semester)
- Sunday Night Dinner (once a month)
- Breitbach Retreat Weekend (February)
- Involvement in Spiritual Life
- Breitbach Buddy Meetings
- Leadership Coordinator Meetings (one per semester)

LORAS COLLEGE HONORS PROGRAM

HONORS PROGRAM MISSION STATEMENT

The Loras College Honors Program is dedicated to promoting in academically talented students the qualities of engaged global citizens, in particular the quest for understanding, creativity and problem-solving, conscientious reflection, and the search for meaning, equipping them to be responsible contributors in diverse professional, social, and religious roles.

Honors Program goals:

- To train students to identify problems, grasp their context, and find imaginative solutions
- To provide students with an academically stimulating environment in the context of learning communities
- To facilitate student reflection on meaning and purpose within the context of learning and pre-professional activities

Honors courses offer:

- A high level of student engagement
- Strong learning communities
- Projects that require creative and original thinking
- Public presentations outside the classroom
- Community-and service-based experiential opportunities
- Conceptually challenging topics and resources

HONORS DEGREE REQUIREMENTS

Honors students may pursue an Honors Degree, in addition to a regular major. The Honors Degree requires:

- A minimum grade point average of 3.5 at the beginning of their second-to-last semester at the College

- Honors general education courses: MOI, Catholic Traditions (L.HON-130 or 135), Democracy and Global Diversity, 3 Advanced General Education Honors courses
- Honors Inquiry – a three-year collaborative research project. Students must register for Honors Research Seminar each semester (L.HON-250, 350, 450, 291, 391, or 491). Students who study abroad, who graduate early, or who have other exceptional circumstances can work out special accommodations on an individual basis with the Honors Director

HONORS COURSES

Note: Honors students are required to fulfill all Loras College general education requirements. Honors courses with a suffix fulfill the College general education requirement. In addition to Honors course requirements, students must complete the requirements for L.LIB-105 College Writing-FW (or L.ENG-111 Critical Writing-FW), L.LIB-110 Public Speaking-FS, L.LIB-112 Survey of Math Models-FM (or equivalent), and all five advanced general education categories. Students in the Breitbach Catholic Thinkers and Leaders Program do not take Honors sections of MOI or Catholic Traditions. Students in the CTL Program must fulfill the same requirements for Honors Inquiry.

CENTER FOR EXPERIENTIAL LEARNING (CEL)

The Center for Experiential Learning dramatically expands the dimensions of a Loras education by working with students to integrate their knowledge, experience, skills and capacities. Through structured learning experiences in other countries, cities, communities and working environments, students are encouraged to design and pursue their learning objectives outside the traditional classroom. The CEL works with students to reflect critically on their experiences and to communicate what they have learned from their experiences through a portfolio.

CEL works with students and faculty to help coordinate the following opportunities:

- **Academic Internships:** Students use their knowledge and skills to learn about and gain experience in the world of profit and not-for-profit organizations. Exploratory internships are designed for students who want to explore different career possibilities or different professional settings. More advanced internship experiences support students who are looking for practical opportunities to apply and enhance what they have learned in the classroom. Students have the opportunity to participate in internships across the country and internationally.
- **Education Abroad:** Students directly experience another culture through opportunities sponsored by Loras College or other accredited institutions. Loras College directs semester programs in Buenos Aires, Argentina; Dublin, Ireland; Lisbon, Portugal; and Santiago de Compostela, Spain. International study travel courses are also offered during the January term. Institutional aid as well as state and federal aid are applied on Loras and other accredited study abroad programs. There are additional costs associated with study abroad.
- **Community-based Learning:** Students gain a deeper understanding of community and societal issues and develop a response and commitment to addressing them. Community-based learning opportunities occur locally, nationally, or even internationally through coursework, employment and volunteering.
- **Student Employment Off-Campus:** Designed to assist students in meeting the cost of their Loras education while enhancing their college experience and success at Loras, employment, both off-and-on campus, provides an opportunity for students to develop and expand their skills in professional work settings and to deepen interpersonal competencies.
- **Career Exploration and Planning:** Through workshops, programs, resources and individual assistance, CEL encourages students to identify and to articulate the integrated outcomes of their

learning experiences as it relates to generating a successful path to satisfying work following graduation. CEL promotes exploration of career options and teaches job search skills. Through its statewide professional, employer and alumni connections it introduces students to entry-level employment opportunities.

Through these experiential learning opportunities, the CEL seeks to foster a level of inquiry and reflection in students that lasts long after their days at Loras College. CEL is located on the fifth floor of the Alumni Campus Center, room 590.

PRE-PROFESSIONAL PROGRAMS AND ADVISING

Students interested in preparing for professional degrees or graduate programs should consult with the chair of the division or the Director of Pre-Health Professions Advising. Loras College offers academic advising and coursework for the following areas:

PRE-LAW

All American Bar Association-accredited law schools require a baccalaureate degree and the Law School Admission Test (LSAT). The ABA-LSAC Official Guide to ABA Approved Law Schools, published by the American Bar Association and the Law School Admission Council suggests students take courses that lend themselves to the creation of a context in which law may be better understood, courses that augment communication skills and courses that sharpen analytical skills. There is a common consensus that a broad-based academic experience well-grounded in the liberal arts provides the best preparation for law school. All majors offered at Loras College can offer such an experience. In addition, the St. Thomas More Society is a student-run organization that assists with pre-law advising and activities for students with an interest in the legal profession. Loras College sponsors Mediation, Moot Court and Mock Trial Teams for students interested in intercollegiate legal competition. See Prof. Deone Merkel, J.D., 404 Hoffmann Hall to register as a pre-law advisee.

PRE-HEALTH PROFESSIONS

Students interested in health professional careers are encouraged to consult with their academic advisor and the Director of Pre-Health Professions Advising to determine an appropriate program of study to meet their career or graduate program goals. More detail regarding each of these programs is available on the Loras College website (loras.edu).

MILITARY SCIENCE MAJOR AND ROTC PROGRAM

Military science major and ROTC is available through cross-registration at the University of Dubuque. For more information, contact the office of the academic dean at the University of Dubuque.

INDIVIDUALIZED MAJORS

To meet specific educational goals, students may "individualize" their majors at Loras. Interested students must apply through their advisor. The advisor submits the student's proposal to the most appropriate Division Chair. The Academic Council reviews each application to determine that:

1. the proposed course of study does not duplicate a current major at Loras;
2. Loras can support the proposed individualized major;
3. the student who completes a proposed major will be able to demonstrate a proficiency in the liberal arts that compares well with students who graduate from Loras with a traditional major.

ACADEMIC DIVISIONS AND PROGRAMS

Academic programs at Loras College are administered by seven divisions. The division names, corresponding academic programs and Division Chairperson are listed below.

Division of Teacher Education & Behavioral Sciences

Leonard Decker, Ph.D., Chair

- Criminal Justice
- Neuroscience
- Psychology
- Social Work
- Teacher Education
 - Elementary Education K-6
 - Secondary Education

Francis J. Noonan School of Business

James Padilla, J.D., Dean

- Accounting
- Business Administration
- Business Analytics
- Economics
- Finance
- Management Information Systems
- Marketing
- Sport Management
- Financial Planning & Wealth Management (CFP) – minor

Division of Communication & Fine Arts

Craig Schaefer, M.A., Chair

- Communication Arts
- Media Studies
- Music
- Music Education
- Public Relations
- Journalism - minor
- Instrumental Music - minor
- Liturgical Music - minor
- Vocal Music - minor

Division of Language & Literature

Kevin Koch, Ph.D., Chair

- English: Literature
- English: Creative Writing
- Spanish

- Irish Studies - minor
- Publishing - minor
- Rhetoric and Public Writing - minor
- English – minor

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

- Computer Science
- Engineering
- Mathematics
- Applied Physics – minor

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

- Athletic Training
- Biochemistry
- Biology
- Biology/Secondary Education
- Biological Research
- Chemistry
- Chemistry/Secondary Education
- Kinesiology
- Neuroscience
- Coaching – minor

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

- History
- International Studies
- Philosophy
- Politics
- Religious Studies and Theology
- Sociology
- Catholic Studies- minor
- Gender Studies - minor
- Peace & Justice - minor

ACADEMIC PROGRAMS OF STUDY

Majors:

Accounting
Athletic Training
Biochemistry
Biological Research
Biology
Business Administration
Business Analytics
Chemistry
Chemistry/Secondary Education
Computer Science
Criminal Justice
Economics
Engineering
English: Creative Writing
English: Literature
Finance
History
International Studies
Kinesiology
Management Information Systems
Marketing
Mathematics
Media Studies
Music
Music Education
Neuroscience
Philosophy
Politics
Psychology
Public Relations
Religious Studies and Theology
Social Work
Sociology
Spanish
Sport Management
Teacher Education
 Elementary Education K-6
 Secondary Education

Minors [distinct from major categories]:

Analytics
Applied Physics
Catholic Studies
Coaching
Financial Planning & Wealth Management
Gender Studies
Instrumental Music
Irish Studies
Journalism
Liturgical Music
Peace & Justice
Publishing
Rhetoric and Public Writing
Vocal Music

Pre-Professional Advising Areas:

Chiropractic
Dentistry
Law
Medicine
Mortuary Science
Nursing
Occupational Therapy
Optometry
Pharmacy
Physical Therapy
Physician Assistant
Podiatry
Veterinary Medicine

ACCOUNTING

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.00 or better in all L.ACC, L.BAN, L.BUS, and L.CIT courses and complete a minimum of 12 credits of upper level courses in their major (beyond core and supporting) at Loras College, including the capstone course.

Please Note: Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras, the Dean of the School of Business or their designee will make a determination of those transfer credits.

Student Learning Outcomes - Accounting	
1.	Summarize legal issues related to business transactions and activities
2.	Analyze data to effectively inform business decisions
3.	Produce written communications appropriate for a professional business setting
4.	Employ oral communication appropriate for a professional business setting
5.	Apply principles of Catholic Social Teaching (CST) to moral dilemmas in business
6.	Analyze complex problems relevant to the sub-discipline of Financial Accounting
7.	Analyze complex problems relevant to the sub-discipline of Managerial Accounting
8.	Analyze complex problems relevant to the sub-discipline of Auditing
9.	Analyze complex problems relevant to the sub-discipline of Taxation

Requirements for the major in Accounting (B.A.):

Anyone who takes Intermediate Accounting at another four-year institution and earns two Cs or any Ds must retake both semesters of Intermediate Accounting at Loras College unless a waiver is granted by the Dean of the School of Business or their designee. Students planning to take the C.P.A. examination should consult with a member of the accounting faculty to be sure that the student is aware of the educational requirements of the jurisdiction in which he/she plans to qualify for the examination.

Req	Course	Cr's
1	L.ACC-227: Managerial Accounting	3
2	L.ACC-228: Financial Accounting	3
3	L.BUS-317: Business Law I	3
4	L.BUS-350: Managerial Finance	3
5	L.CIT-221: Data Analysis	3
Select one from Req 6		
6	L.BUS-250: Business Statistics	3
6	L.MAT-115: Statistics	4
6	L.MAT-220: Probability & Statistics	3
Select one from Req 7		
7	L.ECO-221: Principles of Microeconomics	3
7	L.ECO-222: Principles of Macroeconomics	3

8	Elective: L.BAN, BUS, CIT, or ECO	3
9	Elective: L.BAN, BUS, CIT, or ECO	3
10	Elective: L.BAN, BUS, CIT, or ECO	3
11	L.ACC-331: Intermediate Financial Accounting I	3
12	L.ACC-332: Intermediate Financial Accounting II	3
13	L.ACC-343: Cost Accounting	3
14	L.ACC-450: Auditing	3
15	L.ACC-455: Federal Income Tax I	3
16	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
17	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
18	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
54 to 55 total required credits		

Requirements for the minor in Accounting:

A student must earn a cumulative average of 2.00 or better in all accounting minor/division courses. Students may “double count” a maximum of 6 credits in a minor.

Req	Course	Cr's
1	L.ACC-227: Managerial Accounting	3
2	L.ACC-228: Financial Accounting	3
3	L.ACC-331: Intermediate Financial Accounting I	3
4	L.ACC-343: Cost Accounting	3
5	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
6	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
18 total required credits		

APPLIED PHYSICS

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

Requirements for the minor in Applied Physics:

L.PHY-223-224 or equivalent is a prerequisite for all courses numbered 300 or higher.

Req	Course	Cr's
1	L.MAT-150: Calculus of One Variable I	4
2	L.MAT-160: Calculus of One Variable II	4
3	L.PHY-208: Astronomy-AH	4
4	L.PHY-223: Physics for Scientists and Engineers I	5
5	L.PHY-224: Physics for Scientists and Engineers II	5
6	L.PHY-290: Physics Lab I	0
7	L.PHY-291: Physics Lab II	0
8	L.PHY-331: Modern Physics	3
9	L.MAT-260: Analytic Geometry and Calculus III	4
29 total required credits		

ATHLETIC TRAINING

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

Molly Figgins, M.S., Program Director

Student Learning Outcomes – Athletic Training	
1.	Students will demonstrate comprehension of concepts and skills vital to basic function in allied health careers.
2.	Students will be active learners and reflective thinkers by using common research techniques to discover and implement athletic training evidence based medicine.
3.	Students will demonstrate the ability to be responsible contributors by integrating classroom knowledge into effective clinical practice.
4.	Students will be able to use professional communication skills in order to efficiently communicate with both patients and healthcare professionals.
5.	Students will demonstrate ability to contribute in post-baccalaureate settings.

Requirements for the major in Athletic Training (B.A.):

The CAATE Accredited Athletic Training Education Program major is designed to provide quality classroom and clinical athletic training experiences that will prepare students to be caring professionals, active learners and responsible contributors in healthcare careers. The main focus of the major is on classroom learning applied during clinical rotations (ATR 280, 281, 380, 381, 489, 490). Clinical rotation sites include: college athletics, high school athletics, USHL hockey, and a variety of hospital and clinic settings. Information on specific clinical rotation policies can be found on the program's webpage.

Please note these requirements apply to students who matriculated to the college prior to the fall of 2016, and are only applicable to the B.A. degree in Athletic Training. Students who arrived and enrolled in the college for their first term in the fall of 2016 or after are only eligible to enter into the 3+2 Master of Athletic Training Degree Program. For further information see the Bachelor of Arts in Kinesiology Degree requirements, and the Graduate Bulletin for the Master of Athletic Training degree requirements.

Students must apply to the athletic training major. Selections for admission into the ATP are made during each spring semester for traditional students. Transfer and non-traditional students should contact the program director for further information on applying to the major. The selection process is competitive. The ideal candidate will demonstrate strong academic ability, motivation for the program, a plan to use the major in their future career, and ability to integrate and work well within the major and clinical assignments. The application process will start during the fall semester and include observation hours, a written essay and an interview. Students must achieved 70% of possible points on the evaluations during the interview process. Additionally, a minimum GPA of 2.25 during the first year and a B- or higher in ATR 130 is required. See the athletic training website for further details: <https://myweb.loras.edu/Loras/PDF/ATAdmissionRequirements.pdf>

Upon acceptance into the program, students must maintain a minimum GPA of 2.6 (B-) each semester in major courses and earn a C- or better in all major courses. Failure to meet the minimum GPA requirement will place the student on probation. A student will have one semester to achieve a minimum GPA. Failure to do this will result in the student being dismissed from the program.

Req	Course	Cr's
1	L.ATR-130: Prevention of Athletic Injuries	3
2	L.ATR-140: Emergency Care of Athletic Injuries/First Aid	3
3	L.ATR-250: Medical Terminology and Pharmacology	1
4	L.ATR-280: Athletic Training Clinical I	1
5	L.ATR-281: Athletic Training Clinical II	1
6	L.ATR-290: Evaluation of Athletic Injuries I	3
7	L.ATR-291: Evaluation of Athletic Injuries II	3
8	L.ATR-380: Athletic Training Clinical III	1
9	L.ATR-381: Athletic Training Clinical IV	1
10	L.ATR-382: Therapeutic Modalities	3
11	L.ATR-383: Therapeutic Exercise	3
12	L.ATR-480: Organization and Administration in Athletic Training	3
13	L.ATR-481: Pathophysiology	3
14	L.ATR-489: Athletic Training Clinical V	1
15	L.ATR-490: Athletic Training Clinical VI-PJ	1
16	L.BIO-115: Principles of Biology	4
17	L.BIO-225: Anatomy and Physiology I	4
18	L.BIO-226: Anatomy and Physiology II	4
19	L.CHE-111: General Chemistry I	4
20	L.KIN-145: Nutrition	3
21	L.KIN-232: Biomechanics & Kinesiology	3
22	L.KIN-322: Physiology of Exercise	3
23	L.KIN-344: Theory of Strength Training & Conditioning	3
24	L.KIN-370: Fitness Prescription and Exercise	3
25	L.PSY-121: Developmental Psychology	3
Select one from Req 26		
26	L.ATR-350: Psychology of Athletic Injuries-AI	3
26	L.KIN-338: Sport Psychology	3
26	L.KIN-439: Exercise Psychology	3
68 total required credits		

BIOLOGY

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

The biology program exists within the framework of a liberal arts college, in the fulfillment of its mission, and as such is dedicated to (1) providing access to fundamental concepts of biology for all students and (2) providing access to specialized biological knowledge for majors who rely on this knowledge for their particular career goals. The program also serves as a source of expertise, both research and instructional, for the local community, State of Iowa and beyond, and provides students the opportunity to learn through participation in this service experience. In both instances, this access and service is afforded in a Catholic atmosphere where moral and ethical implications

of biological knowledge and earth's stewardship are raised to the students and various public entities.

The biology program offers majors in biology and biological research. The biology major is designed for those students wishing a broad background in biology, but who do not wish to pursue a research orientation; the biological research major is designed for those students wishing research experience. Successful completion of a comprehensive examination given during the senior year is required of all majors.

L.MAT-117: Pre-Calculus Mathematics-FM or equivalent is required for all biological research major and biology major courses numbered 300 or above. The mathematics courses can be completed before or concurrently with the biology courses.

L.BIO-115: Principles of Biology I cannot be fulfilled with transfer credit once a student matriculates at Loras College.

Student Learning Outcomes – Biological Research	
1.	Articulate scientific results and interpretation effectively in an oral presentation.
2.	Write effectively to communicate scientific information.
3.	Design valid and appropriate experiments to answer biological questions.
4.	Accurately interpret and analyze biological data and statistics.
5.	Demonstrate an understanding of the botany of plants.
6.	Demonstrate an understanding of rules of genetic inheritance.
7.	Describe important molecules and pathways that allow cells to function in tissues.
8.	Apply ecological and evolutionary theory to current ecological problems.
9.	Compare normal physiological body functions with diseased body functions.

Requirements for the major in Biological Research (B.S.):

The required and supporting courses for the biology research major must be completed with a cumulative 2.0 GPA. At least 12 credits of required biology courses, numbered 240 or above, must be completed at Loras College, including L.BIO 389, L.BIO 488, and L.BIO 489. It is highly recommended that students minor in chemistry and take L.MAT-150.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-116: Principles of Biology II	4
3	L.BIO-240: Plant Biology	4
4	L.BIO-250: Genetics	4
5	L.BIO-279: Experimental Design and Biostatistics-AH	3
6	L.BIO-330: Evolutionary Ecology	4
7	L.BIO-389: Junior Seminar	1
8	L.BIO-489: Senior Seminar	1
9	L.BIO-410: Cell and Molecular Biology	4
10	L.BIO-420: Vertebrate Physiology	4

11	Elective: Any additional L.BIO course except for 400 or 401	3 to 4
12	L.CHE-111: General Chemistry I	4
Select one from Req 13		
13	L.CHE-112: General Chemistry II	4
13	L.CHE-245: Quantitative Chemistry	4
14	L.CHE-233: Organic Chemistry I	4
Select one from Req 15		
15	L.PHY-210: Elements of Physics I	4
15	L.PHY-223: Physics for Scientists and Engineers I	5
16	L.BIO-488: Senior Seminar Portfolio-PJ	2
54 to 56 total required credits		

Student Learning Outcomes – Biology	
1.	Articulate scientific results and interpretation effectively in an oral presentation.
2.	Write effectively to communicate scientific information.
3.	Design valid and appropriate experiments to answer biological questions.
4.	Accurately interpret and analyze biological data and statistics.
5.	Demonstrate an understanding of the botany of plants.
6.	Demonstrate an understanding of rules of genetic inheritance.
7.	Describe important molecules and pathways that allow cells to function in tissues.
8.	Apply ecological and evolutionary theory to current ecological problems.
9.	Compare normal physiological body functions with diseased body functions.

Requirements for the major in Biology (B.S.):

The required and supporting courses for the biology major must be completed with a cumulative 2.0 GPA. At least 12 credits of required biology courses, numbered 240 or above, must be completed at Loras College, including L.BIO 389, L.BIO 488, and L.BIO 489. It is highly recommended that students minor in chemistry and take L.MAT-150.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-116: Principles of Biology II	4
3	L.BIO-240: Plant Biology	4
4	L.BIO-250: Genetics	4
5	L.BIO-279: Experimental Design and Biostatistics-AH	3
6	L.BIO-330: Evolutionary Ecology	4
7	L.BIO-410: Cell and Molecular Biology	4
8	L.BIO-389: Junior Seminar	1
9	L.BIO-489: Senior Seminar	1
10	L.BIO-420: Vertebrate Physiology	4
11	L.BIO-488: Senior Seminar Portfolio-PJ	2
12	Elective: Any additional L.BIO course except for 400 or 401	3 to 4
13	L.CHE-111: General Chemistry I	4

Select one from Req 14		
14	L.CHE-112: General Chemistry II	4
14	L.CHE-245: Quantitative Chemistry	4
15	L.CHE-233: Organic Chemistry I	4
Select one from Req 16		
16	L.PHY-210: Elements of Physics I	4
16	L.PHY-223: Physics for Scientists and Engineers I	5
16	L.PHY-230: Modern Physics	3
53 to 55 total required credits		

Requirements for the minor in Biology:

A minor will complete at least 18 credits in biology to include L.BIO-115 and 116, and remaining credits in biology courses at or above the 200 level. Students intending to major in a related discipline (e.g., biochemistry, neuroscience, kinesiology) may not use 200-level and above biology courses required as part of that major in fulfillment of the biology minor.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-116: Principles of Biology II	4
3	Elective: L.BIO-220 or higher (LBIO-279 highly recommended)	3 to 4
4	Elective: L.BIO-220 or higher	3 to 4
5	Elective: L.BIO-220 or higher	4
18 to 20 total required credits		

Course requirements for teacher licensure in Biological Science, Grades 7-12:

State of Iowa endorsement for the teaching major follows the basic course requirements of the biology major but with the following core differences: L.BIO-489 will be fulfilled by L.EDU-490 with the additional requirements that students present their thesis in L.BIO489 and write a thesis approved by their biology advisor. It is also recommended that students complete L.BIO-220 and L.PHI-349. For professional education courses, refer to the appropriate section listed under Teacher Education.

BUSINESS ADMINISTRATION

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.00 or better in all L.ACC, L.BAN, L.BUS, and L.CIT courses and complete a minimum of 12 credits of upper level courses in their major (beyond core and supporting) at Loras College, including the seminar course.

Please Note: Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Internships cannot be used to fulfill electives within this major. Since students who are double majoring within the School of Business will not be taking two capstone (seminar) courses, they need to complete an additional upper level course in either major to replace the second seminar course when applicable.

Student Learning Outcomes – Business Administration	
1.	Apply general human resource management principles to business organizational practice
2.	Apply ethical perspectives to human resource situations
3.	Analyze the relationship between personality styles and the organizational settings that allow for effective leadership
4.	Demonstrate effective team-work skills in group settings
5.	Apply decision-making strategies to real-world business problems

Requirements for the major in Business Administration (B.A.)

Req	Course	Cr's
1	L.ECO-221: Principles of Microeconomics	3
2	L.ACC-227: Managerial Accounting	3
3	L.BAN-210: Essentials of Analytics	3
Select one from Req. 4		
4	L.CIT-110: Principles of Computing & IT	3
4	L.CIT-221: Data Analysis	3
5	L.BUS-230: Principles of Management	3
6	L.BUS-240: Principles of Marketing	3
Select one from Req. 7		
7	L.MAT-115: Statistics	4
7	L.MAT-220: Probability and Statistics	3
7	L.BUS-250: Business Statistics	3
8	L.BUS-317: Business Law I	3
9	L.BUS-350: Managerial Finance	3
10	L.BUS-335: Human Resource Management	3
11	L.BUS-433: Global Leadership	3
12	ACC/BAN/BUS 300+	3
13	ACC/BAN/BUS 300+	3
14	L.BUS-490: Business Seminar	3
42-43 total required credits		

Requirements for the minor in Business:

A student must earn a cumulative average of 2.00 or better in all business minor courses. The business minor is not available to students majoring within the School of Business. Students may “double count” a maximum of 6 credits in a minor – additional overlap must be replaced with course substitutions.

Req	Course	Cr's
1	L.ACC-227: Managerial Accounting	3
2	L.BUS-230: Principles of Management	3
3	L. BUS-240: Principles of Marketing	3
Select one from Req 4		
4	L.ECO-221: Principles of Microeconomics	3
4	L.ECO-222: Principles of Macroeconomics	3
5	Elective: L.BUS-300 or L.ACC-300 or above	3
6	Elective: L.BUS-300 or L.ACC-300 or above	3
18 total required credits		

BUSINESS ANALYTICS

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Please Note: Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Since students who are double majoring within the School of Business will not be taking L.BUS-490 more than once, they need to complete an additional upper level course in either major to replace the second seminar course when applicable.

Student Learning Outcomes – Business Analytics	
1.	Apply statistical concepts to data analysis and modeling
2.	Apply business analytics techniques using programming languages and software
3.	Import, clean, and transform data in different platforms
4.	Create and apply visualization for better understanding of data
5.	Utilize the outcomes of analytics for better business decision making
6.	Effectively communicate the findings of analysis in written and oral form
7.	Create predictive models using machine learning algorithms
8.	Apply ethical reasoning to business analytics issues

Requirements for the major in Business Analytics (B.A.):

Students must earn a cumulative average of 2.00 or better in all coursework toward their major.

Req	Course	Cr's
1	L.MAT 150: Calculus	4
2	L.ACC-227: Managerial Accounting	3
3	L.BUS-230: Principles of Management	3
4	L.BUS-240: Principles of Marketing	3
5	L.BUS-350: Managerial Finance	3

Select one from Req. 6		
6	L.CIT-115: Introduction to Programming	4
6	L.EGR-116: Intro to Programming with Robotics	4
Select one from Req. 7		
7	L.MAT-115: Statistics	4
7	L.MAT-220: Probability and Statistics	3
7	L.BUS-250: Business Statistics	3
Select one from Req. 8		
8	L.BAN-330: Introduction to Data Science	3
8	L.DAT-200: Tools & Methods for Analytics	3
9	L.BAN-210: Essentials of Analytics	3
10	L.BAN-310: Data Visualization	3
11	L.CIT-221: Data Analysis	3
12	L.BAN-340: Innovation	3
13	L.BUS-490: Business Seminar	3
Select one from Req. 14		
14	L.BAN-320: Predictive Modeling	3
14	L.CIT-340: Machine Learning (pre-requisite of CIT 225)	3
Select one from Req. 15		
15	L.BAN-460: Big Data Analytics (pre-requisite of CIT 225)	3
15	L.CIT-318: Database Management	3
Select one from Req. 16		
16	L.BAN-300: Applied Analytics	3
16	L.BAN-450: Marketing Analytics	3
50 total required credits		

Requirements for the minor in Analytics:

Req	Course	Cr's
1	L.BAN-210: Essentials of Analytics	3
Select one from Req 2 (courses listed or equivalent course with prior approval)		
2	L.BUS 250: Business Statistics	3
2	L.MAT 115: Statistics-FM	4
2	L.MAT 220: Probability and Statistics	3
2	L.PSY 211: Research Methods and Statistics	4
2	L.SOC 333: Statistical Analysis	3
3	L.BAN 310: Data Visualization	3
4	L.CIT-221: Data Analysis	3
5	L.BAN-300: Applied Analytics	3
Select one from Req 6		
6	L.BAN-320: Predictive Modeling	3
6	L.DAT-200: Tools & Methods for Analytics	3

6	L.BAN -330: Intro to Data Science	3
6	L.BAN-340: Innovation	3
6	L.BAN-450: Marketing Analytics	3
6	L.CIT-340: Machine Learning	3
6	L.BAN-460: Big Data Analytics	3
18 total required credits		

CATHOLIC STUDIES

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

The Catholic Studies minor is multidisciplinary in character, including not only theology but history, politics, social studies, philosophy, literature, the arts, and science. Catholic Studies provides a broad introduction to the Catholic heritage which can enrich the Loras experience, no matter what major a student pursues. It is a study of Catholicism in its intellectual, historical, social, and cultural dimensions.

Requirements for minor in Catholic Studies:

Req	Course	Cr's
1	L.REL-391: The Catholic Heritage: Introduction to Catholic Studies	3
Select two from Req 2 (Philosophy, Religion and Theology)		
2	L.CTL-277: Belief, Unbelief and the Good Life-AV	3
2	L.PHI-250: Human Identity in Community-AI	3
2	L.PHI-278: Bioethics, Society and Culture	3
2	L.PHI-301: Foundational Ethics	3
2	L.PHI-319: Neuroethics-AV	3
2	L.PHI-321: Medieval Philosophy	3
2	L.PHI-333: Philosophy of God and Religion	3
2	L.PHI-376: Philosophy and the Rise of Christianity-AC	3
2	L.REL-113: Introduction to the Bible	3
2	L.REL-213: Foundations for Ministry	3
2	L.REL-216: Catholic Church in Latin American	3
2	L.REL-239: Jesus and the Gospels	3
2	L.REL-261: Christ and Culture-AC	3
2	L.REL-270: Introduction to Christian Values-AV	3
2	L.REL-271: Catholic Social Teaching	3
2	L.REL-272: Christian Sexual Morality-AV	3
2	L.REL-318: Councils, Creeds and Culture-AC	3
2	L.REL-320: Sacraments: Catholic Identity in Community-AI	3
2	L.REL-345: Issues in Christian Ethics-AV	3
2	L.REL-354: Seminar on the Letters of St. Paul	3
Select one from Req 3 (History and Social Science)		
3	L.ECO-254: God, Catholicism & Capitalism-AV	3

3	L.HIS-155: Introduction to Latin American History	3
3	L.HIS-226: Catholi-Schism Controversy-AI	3
3	L.HIS-227: American Catholics, Sexual Morality & Public Policy	3
3	L.HIS-340: Kings & Conversions: Medieval Europe 476-1075	3
3	L.HIS-341: Love & Reason: Medieval Europe 1075-1530	3
3	L.HIS-342: The Reformation-AI	3
3	L.HIS-343: Medieval Christianity	3
3	L.HIS-427: U.S. Catholicism	3
3	L.POL-321: War and Pacifism-AV	3
3	CTL Study Abroad Course-AC	3
Select one from Req 4 (Literature and the Arts)		
4	L.ENG-255: All for One, One for All-AI	3
4	L.ENG-285: Modern Irish Literature and Culture	3
4	L.ENG-337: Medieval/Renaissance British Literature	3
4	L.REL-350: Bible and Literature	3
4	L.MUS-321: History of Sacred Music-AA	3
4	L.PHI-290: Christianity, Film and the Arts-AA	3
4	L.PHI-316: Ethics in Philosophy, Literature and Film-AV	3
4	L.REL-212: Roman Catholic Sacred Spaces	3
4	L.REL-252: God's Literature: Introduction to New Testament-AA	3
4	L.REL-325: Catholic Liturgical Music in Theology and Practice	3
Select two from Req 5 (Electives)		
5	Two of any of the courses listed above	6
21 total required credits		

CHEMISTRY

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

The chemistry and biochemistry programs provide students with the opportunity to develop a strong foundation in chemical principles and to apply them to laboratory applications. This foundation enables chemistry and biochemistry graduates to pursue a wide range of careers in chemical industry, research, education, engineering, or in interdisciplinary fields such as medicine, dentistry, other health professions, forensic science, or patent law. Students have the opportunity to major in: biochemistry, chemistry, or pursue licensure in chemistry/secondary teaching.

The required and supporting courses for majors must be completed with a cumulative 2.0 GPA. At least 12 credits of required chemistry courses, numbered 300 or above, must be completed at Loras College. L.CHE-489 and L.CHE-490 must be included in these 12 credits. Majors will be required to satisfactorily complete a thesis and should see their faculty advisor for details.

Student Learning Outcomes – Biochemistry & Chemistry	
1.	Students will master the fundamentals in Biochemical, Inorganic, Analytical, Organic and Physical Chemistry.
2.	Students will be able to plan and execute experiments and evaluate their results.
3.	Students will be able to communicate scientific and experimental information to other scientists and the community at large.
4.	Students will identify, comprehend, and evaluate relevant chemical literature.
5.	Students will develop professional skills that support relevant vocations.

Requirements for the major in Biochemistry (B.S.):

This major is intended for students interested in careers in medicine and other health sciences, biochemistry and biotechnology laboratories, and graduate studies in biochemistry.

Satisfactory completion of a thesis in a biochemical area is also required. L.BIO-420 is strongly recommended for those planning to go on to medical school. Those planning to go on to graduate school should plan to take L.PHY-223/224, and L.MAT- 160, as recommended by the American Society of Biochemistry and Molecular Biology.

At least 12 credits of required chemistry or biology courses, numbered 300 or above, must be completed at Loras College. L.CHE-489 and L.CHE-490 must be included in these 12 credits.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-250: Genetics	4
3	L.BIO-410: Cell and Molecular Biology	4
Select one from Req 4		
4	L.BIO-279: Experimental Design & Biostatistics-AH	3
4	L.BIO-348: Immunology	3
4	L.BIO-420: Vertebrate Physiology	4
4	Elective: Other L.BIO-300+ Division Chairperson approved course	3 to 4
5	L.CHE-111: General Chemistry I	4
Select one from Req 6		
6	L.CHE-112: General Chemistry II	4
6	L.CHE-245: Quantitative Chemistry	4
7	L.CHE-200: Intensive Science Research Experience	3
8	L.CHE-225: Analytical Chemistry	4
9	L.CHE-233: Organic Chemistry I	4
10	L.CHE-234: Organic Chemistry II	4
11	L.CHE-350: Biophysical Chemistry	4
12	L.CHE-335: Introductory Biochemistry	3
13	L.CHE-335L: Introductory Biochemistry Lab	1
14	L.CHE-448: Advanced Biochemistry	4

15	L.CHE-389: Junior Seminar I: Chemical Literacy	1
16	L.CHE-390: Junior Seminar II: Writing and Ethics	1
17	L.CHE-489: Senior Seminar I: Portfolio-PJ	1
18	L.CHE-490: Senior Seminar II: Thesis	1
19	L.MAT-150: Calculus of One Variable I-FM	4
Select both from Req 20a, or both from Req 20b		
20a	L.PHY-210: Elements of Physics I	4
20a	L.PHY-211: Elements of Physics II	4
20b	L.PHY-223: Physics for Scientists and Engineers I	5
20b	L.PHY-224: Physics for Scientists and Engineers II	5
66 to 69 total required credits		

Requirements for the major in Chemistry (B.S.):

An American Chemical Society (ACS) certified degree is intended for those who plan careers in industry, or intend graduate study.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.CHE-111: General Chemistry I	4
Select one from Req 3		
3	L.CHE-112: General Chemistry II	4
3	L.CHE-245: Quantitative Chemistry	4
4	L.CHE-200: Intensive Science Research Experience	3
5	L.CHE-225: Analytical Chemistry	4
6	L.CHE-233: Organic Chemistry I	4
7	L.CHE-234: Organic Chemistry II	4
8	L.CHE-335: Introductory Biochemistry	3
9	L.CHE-335L: Introductory Biochemistry Lab	1
Select one from Req 10		
10	L.CHE-350: Biophysical Chemistry	4
10	L.CHE-351: Physical Chemistry	4
11	L.CHE-352: Quantum Chemistry	4
12	L.CHE-446: Instrumental Analysis	3
13	L.CHE-455: Inorganic Chemistry	4
Select one from 14		
14	L.CHE-381: Polymer Chemistry	3
14	L.CHE-448: Advanced Biochemistry	4
14	L.CHE-454: Theories of Organic Chemistry	3
14	L.CHE-491: Research	3-4

15	L.CHE-389: Junior Seminar I: Chemical Literacy	1
16	L.CHE-390: Junior Seminar II: Writing and Ethics	1
17	L.CHE-489: Senior Seminar I: Portfolio PJ	1
18	L.CHE-490: Senior Seminar II: Thesis	1
19	L.MAT-160: Calculus of One Variable II	4
Select both from Req 20a, or both from Req 20b		
20a	L.PHY-210: Elements of Physics I	4
20a	L.PHY-211: Elements of Physics II	4
20b	L.PHY-223: Physics for Scientists and Engineers I	5
20b	L.PHY-224: Physics for Scientists and Engineers II	5
64 to 67 total required credits		

Requirements for the major in Chemistry/Secondary Teaching (B.S.):

This major is intended for those planning to teach chemistry at the secondary level.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
Select one from Req 2		
2	L.CHE-112: General Chemistry II	4
2	L.CHE-245: Quantitative Chemistry	4
3	L.CHE-200: Intensive Science Research Experience	3
4	L.CHE-225: Analytical Chemistry	4
5	L.CHE-233: Organic Chemistry I	4
6	L.CHE-234: Organic Chemistry II	4
Select one from Req 7		
7	L.CHE-350: Biophysical Chemistry	4
7	L.CHE-351: Physical Chemistry	4
Select one from Req 8		
8	L.CHE-335: Introductory Biochemistry	3
8	L.CHE-352: Quantum Chemistry	4
8	L.CHE-381: Polymer Chemistry	4
8	L.CHE-446: Instrumental Analysis	3
8	L.CHE-455: Inorganic Chemistry	4
9	L.CHE-389: Junior Seminar I: Chemical Literacy	1
10	L.CHE-390: Junior Seminar II: Writing and Ethics	1
11	L.CHE-489: Senior Seminar I: Portfolio-PJ	1
12	L.CHE-490: Senior Seminar II: Thesis	1
13	L.PHY-210: Elements of Physics I	4
14	L.PHY-211: Elements of Physics II	4
15	L.MAT-160: Calculus of One Variable II	4
16	L.EDU-200: Foundations of Education	3
17	L.EDU-205: Foundations of Special Education	3
18	L.PSY-121: Developmental Psychology	3

Select one from Req 19		
19	L.EDU-203: Teaching for Social Justice	3
19	L.EDU-265: Multicultural Education-AC	3
20	L.EDU-339: Differentiated Instruction, Grades 5-12	2
21	L.EDU-350: General Secondary Curriculum & Instruction	3
22	L.EDU-350L: Intermediate Clinical, Grades 5-12	1
23	L.EDU-354: Special Secondary Curriculum & Methods-Science	3
24	L.EDU-357: Reading in Middle & Secondary School	3
25	L.EDU-452: Student Teaching in Secondary School	10
26	L.EDU-490: Capstone Seminar & Portfolio-PJ	2
83 to 84 total required credits		

Requirements for the minor in Chemistry:

No more than one course from among those already being used to satisfy the requirements of another major or minor may be applied to requirement 3 of the chemistry minor.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
Select one from Req 2		
2	L.CHE-112: General Chemistry II	4
2	L.CHE-245: Quantitative Chemistry	4
Select three from Req 3		
3	L.CHE-225: Analytical Chemistry	4
3	L.CHE-233: Organic Chemistry I	4
3	L.CHE-234: Organic Chemistry II	4
3	L.CHE-335: Introductory Biochemistry	3
3	L.CHE-350: Biophysical Chemistry	4
3	L.CHE-352: Quantum Chemistry	4
3	L.CHE-381: Polymer Chemistry	4
3	L.CHE-446: Instrumental Analysis	3
3	L.CHE-448: Advanced Biochemistry	4
3	L.CHE-454: Theories of Organic Chemistry	3
3	L.CHE-455: Inorganic Chemistry	4
17 to 20 total required credits		

COMPUTER SCIENCE

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

Student Learning Outcomes – Computer Science	
1.	Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2.	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
3.	Communicate effectively in a variety of professional contexts.
4.	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5.	Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
6.	Apply computer science theory and software development fundamentals to produce computing-based solutions.

Requirements for the major in Computer Science (B.S.):

A minimum GPA of 2.00 in all CIT and MAT courses is required.

Req	Course	Cr's
1	L.MAT-150: Calculus of One Variable I-FM	4
2	L.MAT-230: Discrete Mathematics	3
Select one from Req 3		
3	L.CIT-115: Introduction to Programming	4
3	L.EGR-116: Intro to Programming with Robotics	4
4	L.CIT-225: Data Structures and Algorithms	4
5	L.CIT-319: Computer Organization and Architecture	4
6	L.CIT-325: Algorithm Design & Analysis	3
7	L.CIT-3xx: Database Programming	3
Select at least ten credits from Req 8		
8	L.CIT-310: Artificial Intelligence	3
8	L.CIT-311: Human Computer Interaction	3
8	L.CIT-332: Web Programming	3
8	L.CIT-340: Machine Learning	3
8	L.CIT-350: Computer Graphics	3
8	L.CIT-357: Foundations of Programming Languages	3
8	L.CIT-440: Operating Systems	3
8	L.BAN-460: Big Data Analytics	3
9	L.CIT-4xx: Capstone Project I	3
10	L.CIT-4xx: Capstone Project II	3
41 total required credits		

Requirements for the minor in Computer Science:

A minimum GPA of 2.00 in all L.CIT courses is required.

Req	Course	Cr's
Select one from Req 1		
1	L.CIT-115: Introduction to Programming	4
1	L.EGR-116: Intro to Programming with Robotics	4
2	L.CIT-225: Data Structures and Algorithms	4
Select four from Req 3		
3	L.CIT-310: Artificial Intelligence	3
3	L.CIT-311: Human Computer Interaction	3
3	L.CIT-319: Computer Organization and Architecture	4
3	L.CIT-325: Algorithm Design & Analysis	3
3	L.CIT-332: Web Programming	3
3	L.CIT-3xx: Database Programming	3
3	L.CIT-340: Machine Learning	3
3	L.CIT-350: Computer Graphics	3
3	L.CIT-357: Foundations of Programming Languages	3
3	L.CIT-440: Operating Systems	3
3	L.BAN-460: Big Data Analytics	3
20 to 21 total required credits		

CRIMINAL JUSTICE**Division of Teacher Education & Behavioral Sciences**

Leonard Decker, Ph.D., Chair

Student Learning Outcomes – Criminal Justice	
1.	Students will reflect on diversity and differences through writing and speaking.
2.	Students will exhibit a working knowledge of CJ policies and professional standards
3.	Students will illustrate the components and functions of the CJ system.
4.	Students will apply knowledge of CJ systems and criminological theories.
5.	Students will describe factors in conformity and deviance.
6.	Students will explain the value of contributing knowledge to the community.

Requirements for the major in Criminal Justice (B.A.):

Required and elective courses in the CJ major must have a cumulative GPA of 2.0. Students double majoring in CJ and psychology, sociology, or social work should consult with advisors in both majors to review reduced program requirements. Students should be informed that no criminal justice coursework taken at another school shall be applied to their major or minor program requirements once they have enrolled. Students must take 3-9 credits in elective courses based upon the number of credits they take in L.CRJ-490: Field Instruction. The number of CJ elective course credits and CJ Field Instruction credits must equal a minimum of 12 credits.

Req	Course	Cr's
1	L.CRJ-120: Introduction to Criminal Justice	3
2	L.CRJ-224: Criminal Law	3

3	L.CRJ-252: Criminology	3
4	L.CRJ-253: Introduction to Corrections	3
5	L.CRJ-320: Juvenile Delinquency and Justice	3
6	L.CRJ-323: Research Methods in Criminal Justice	3
7	L.CRJ-480: Senior Seminar-PJ	3
8	L.CRJ-490: Criminal Justice Field Instruction	3 to 9
9	L.MAT-115: Statistics-FM	4
Select one to three courses from Req 10:		
10	L.CRJ-260: Victimology	3
10	L.CRJ-276: Restorative Justice-AC	3
10	L.CRJ-280: Ethical Considerations in the CJ System-AV	3
10	L.CRJ-300: Criminal Investigation	3
10	L.CRJ-312: Crime Prevention	3
10	L.CRJ-321: Police and Society	3
10	L.CRJ-325: White Collar Crime	3
10	L.CRJ-401: Law Enforcement Decision-Making and Use of Force: A Virtual Reality Training Ground	3
37 total required credits		

Requirements for the minor in Criminal Justice:

Required and elective courses in the CJ minor must have a cumulative GPA of 2.0. Students should be informed that no Criminal Justice coursework taken at another school shall be applied to their major or minor program requirements once they have enrolled.

Req	Course	Cr's
1	L.CRJ-120: Introduction to Criminal Justice	3
2	L.CRJ-252: Criminology	3
3	L.CRJ-253: Introduction to Corrections	3
4	Additional CRJ credits (not L.CRJ-490: Field Instruction)	3
5	Additional CRJ credits (not L.CRJ-490: Field Instruction)	3
6	Additional CRJ credits (not L.CRJ-490: Field Instruction)	3
18 total required credits		

ECONOMICS

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Students should complete their major's math requirement (L.MAT-115 or L.BUS-250) by the end of their sophomore year.

Student Learning Outcomes – Economics	
1.	Demonstrate an understanding of how markets organize economic activities such as consumption, production and distribution
2.	Demonstrate an understanding of determinants of macroeconomic conditions, causes of business cycles, and interactions of monetary and fiscal policy
3.	Be able to recognize and appreciate the diversity of views that exist about economics problems and alternative economic systems
4.	Demonstrate an ability to evaluate and critique alternative economic policies
5.	Use evidence based reasoning and apply discipline specific methods and theories in research

Requirements for the major in Economics (B.A.):

Students contemplating graduate school are strongly encouraged to take L.MAT-150, 160 and 250, along with L.ECO-419. Only one advanced general education course taught by an Economics faculty member may be used toward the major requirements.

Req	Course	Cr's
Select one from Req 1		
1	L.BUS-250: Business Statistics	3
1	L.MAT-115: Statistics-FM	4
2	L.ECO-221: Principles of Microeconomics	3
3	L.ECO-222: Principles of Macroeconomics	3
4	L.ECO-321: Intermediate Microeconomic Theory	3
5	L.ECO-322: Intermediate Macroeconomic Theory	3
6	L.ECO-490: Economics Seminar	3
7	L.ECO-353: History of Economic Thought	3
8	L.ECO-419: Econometrics	3
9	Elective: Any additional Economics course	3
10	Elective: Any additional Economics course	3
11	Elective: Any additional Economics course	3
12	Elective: Any additional Economics course	3
36 to 37 total required credits		

Requirements for the minor in Economics:

Only one advanced general education course taught by an Economics faculty member may be used toward the minor requirements.

Req	Course	Cr's
1	L.ECO-221: Principles of Microeconomics	3
2	L.ECO-222: Principles of Macroeconomics	3
3	L.ECO-321: Intermediate Microeconomic Theory	3
4	L.ECO-322: Intermediate Macroeconomic Theory	3
5	Elective: Any additional Economics course	3
6	Elective: Any additional Economics course	3
18 total required credits		

ENGINEERING

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

The engineering program offers three tracks to earn a B.S. in Engineering. These tracks are Biomedical, Computer, and Electromechanical. Each of these tracks focuses on both theory and design related to the track. Graduates of the Biomedical track are prepared to design and test electrical and mechanical systems that interface with biological systems. The Computer track emphasizes the development of computer controlled electrical and mechanical systems. The Electromechanical track deals with the design, development and test of mechanical systems with electronic controls.

Student Learning Outcomes – Engineering	
1.	An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.
2.	An ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.
3.	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
4.	An ability to communicate effectively with a range of audiences.
5.	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
6.	An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.
7.	An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Requirements for the major in Engineering (B.S.) – Biomedical track:

A grade of C- or better is required in all courses taken for the major.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
2	L. CHE-223: Organic Chemistry I	4
3	L. BIO-115 : Biology I	4
Select one from Req 4:		
4	L. BIO-225: Anatomy & Physiology	4
4	L. BIO-420: Vert Physiology	4
5	L.MAT-150: Calculus of One Variable I-FM	4
6	L.MAT-160: Calculus of One Variable II	4
7	L.MAT-260: Analytic Geometry and Calculus III	4
8	L.MAT-310: Ordinary Differential Equations	3
9	L.PHY-223: Physics for Engineers I	5
10	L.PHY-224: Physics for Engineers II	5
11	L.PHY-290: Physics Lab I	0
12	L.PHY-291: Physics Lab II	0

13	L.EGR-105: Intro to Engineering I	3
14	L.EGR-116: Intro to Programming with Robotics	4
15	L.EGR-231: Engineering Statics	3
16	L.EGR-232: Engineering Dynamics	3
17	L.EGR-236: Properties and Mechanics of Materials	4
18	L.EGR-308: Biomechanics & Biomaterials	3
19	L.EGR-333: Fluid Mechanics	3
20	L.EGR-334: Thermodynamics	3
21	L.EGR-335: Electric Circuits	3
22	L.EGR-342: Modeling and Control of Dynamic Systems	3
23	L.EGR-350: Engineering Laboratory I	1
24	L.EGR-351: Engineering Laboratory II	1
25	L.EGR-352: Engineering Laboratory III	1
26	L.EGR-353: Engineering Laboratory IV	1
Select one from Req 27: Engineering Elective		
27	L.EGR-200: Engineering Prototyping	3
27	L.EGR-250: NASA	3
27	L.CIT-225: Data Structures & Algorithms	4
27	L.CIT-319 Computer Organization & Architecture	4
28	L.EGR-490: Engineering Capstone Design I-PJ	3
29	L.EGR-491: Engineering Capstone Design II	3
30	L.EGR-492: Engineering Capstone Design III	3
89 total required credits		

Requirements for the major in Engineering (B.S.) – Computer track:

A grade of C- or better is required in all courses taken for the major.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
2	L.CIT-225: Data Structures & Algorithms	4
3	L.CIT-319: Computer Organization & Architecture	4
4	L.MAT-150: Calculus of One Variable I-FM	4
5	L.MAT-160: Calculus of One Variable II	4
6	L.MAT-230: Discrete Mathematics	3
7	L.MAT-310: Ordinary Differential Equations	3
8	L.PHY-223: Physics for Engineers I	5
9	L.PHY-224: Physics for Engineers II	5
10	L.PHY-290: Physics Lab I	0
11	L.PHY-291: Physics Lab II	0
12	L.EGR-105: Intro to Engineering I	3
13	L.EGR-116: Intro to Programming with Robotics	4
14	L.EGR-231: Engineering Statics	3
15	L.EGR-232: Engineering Dynamics	3
16	L.EGR-335: Electric Circuits	3

17	L.EGR-342: Modeling and Control of Dynamic Systems	3
18	L.EGR-350: Engineering Laboratory I	1
19	L.EGR-352: Engineering Laboratory III	1
20	L.CIT-325: Algorithm Design & Analysis	3
21	L.CIT-440: Operating Systems	3
Select one from Req 22: Computer Science Elective		
22	L.CIT-332: Web Programming	3
22	L.CIT-310: Artificial Intelligence	3
22	L.CIT-311: Human Computer Interaction	3
22	L.CIT-340: Machine Learning	3
22	L.CIT-350: Computer Graphics	3
Select one from Req 23: Engineering Elective		
23	L.EGR-200: Engineering Prototyping	3
23	L.EGR-250: NASA Astronautics	3
23	L.EGR-236: Properties and Mechanics of Materials	4
23	L.EGR-308: Biomechanics & Biomaterials	3
23	L.EGR-333: Fluid Mechanics	3
23	L.EGR-334: Thermodynamics	3
24	L.EGR-490: Engineering Capstone Design I-PJ	3
25	L.EGR-491: Engineering Capstone Design II	3
26	L.EGR-492: Engineering Capstone Design III	3
78 total required credits		

Requirements for the major in Engineering (B.S.) – Electro-mechanical track:

A grade of C- or better is required in all courses taken for the major.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
2	L.CIT-225: Data Structures & Algorithms	4
3	L.CIT-319: Computer Organization & Architecture	4
4	L.MAT-150: Calculus of One Variable I-FM	4
5	L.MAT-160: Calculus of One Variable II	4
6	L.MAT-260: Analytic Geometry and Calculus III	4
7	L.MAT-310: Ordinary Differential Equations	3
8	L.PHY-223: Physics for Engineers I	5
9	L.PHY-224: Physics for Engineers II	5
10	L.PHY-290: Physics Lab I	0
11	L.PHY-291: Physics Lab II	0
12	L.EGR-105: Intro to Engineering I	3
13	L.EGR-116: Intro to Programming with Robotics	4
14	L.EGR-231: Engineering Statics	3
15	L.EGR-232: Engineering Dynamics	3
16	L.EGR-236: Properties and Mechanics of Materials	4

17	L.EGR-333: Fluid Mechanics	3
18	L.EGR-334: Thermodynamics	3
19	L.EGR-335: Electric Circuits	3
20	L.EGR-342: Modeling and Control of Dynamic Systems	3
21	L.EGR-350: Engineering Laboratory I	1
22	L.EGR-351: Engineering Laboratory II	1
23	L.EGR-352: Engineering Laboratory III	1
24	L.EGR-353: Engineering Laboratory IV	1
Select one from Req 25: Engineering Elective		
25	L.EGR-200: Engineering Prototyping	3
25	L.EGR-250: NASA Astronautics	3
25	L.EGR-308: Biomechanics & Biomaterials	3
25	L.CIT-325: Algorithm Design & Analysis	3
25	L.CIT-332: Web Programming	3
25	L.CIT-440: Operating Systems	3
25	L.CIT-310: Artificial Intelligence	3
25	L.CIT-311: Human Computer Interaction	3
25	L.CIT-340: Machine Learning	3
25	L.CIT-350: Computer Graphics	3
26	L.EGR-490: Engineering Capstone Design I-PJ	3
27	L.EGR-491: Engineering Capstone Design II	3
28	L.EGR-492: Engineering Capstone Design III	3
82 total required credits		

Requirements for the minor in Engineering:

A grade of C- or better is required in all courses taken for the minor.

Req	Course	Cr's
1	L.EGR-105: Intro to Engineering I	3
2	L.EGR-231: Engineering Statics	3
3	L.PHY-223: Physics for Engineers I	5
4	L.MAT-150: Calculus of One Variable I	4
4	L.MAT-160: Calculus of One Variable II	4
Select two from Req 5		
5	L.EGR-116: Intro to Programming with Robotics	4
5	L.EGR-232: Engineering Dynamics	3
5	L.EGR-236: Properties and Mechanics of Materials	4
5	L.EGR-200: Engineering Prototyping	3
5	L.EGR-250: NASA Astronautics	3
5	L.EGR-308: Biomechanics & Biomaterials	3
5	L.EGR-333: Fluid Mechanics	3
5	L.EGR-334: Thermodynamics	3
5	L.EGR-335: Electronic Circuits	3
5	L.EGR-342: Modeling & Control of Dynamics Systems	3
25 to 27 total required credits		

ENGLISH

Division of Language & Literature

Kevin Koch, Ph.D., Chair

Double major in Literature & Creative Writing:

Students must complete 33 literature credits plus Senior Literature Capstone and 18 creative writing credits plus Senior Thesis Seminar. Literature majors will be required to defend their Literature Capstone thesis.

Student Learning Outcomes – English: Creative Writing	
1.	Demonstrate critical reading skills required to articulate a persuasive and insightful close reading, and a persuasive and insightful formal or structural analysis of a literary text (Goal #1 common to all Literature/Writing majors).
2.	Demonstrate the rhetorical skills required to make a persuasive and insightful written argument using evidence from a literary text. (Goal #2 common to all Literature/Writing majors).
3.	Demonstrate the ability to write aesthetically interesting original works of creative writing.
4.	Demonstrate, through their writings, a clear understanding of genre conventions and literary techniques, such as structure, plot, character, setting, point of view, dialogue, imagery, metaphor, symbolism, rhetoric, or prosody;
5.	Demonstrate control of structure and form (unity, coherence, balance, emphasis)
6.	Effectively revise and edit their own work for technical, stylistic, and grammatical effectiveness;
7.	Orally articulate their composition and revision processes, and explain how the study of literature and individual authors provides them with models and an understanding of literary conventions and traditions which informs their own writing.

Requirements for the major in English: Creative Writing (B.A.):

The thesis will be examined by a board of English faculty.

Req	Course	Cr's
Select four courses from either Req 1a & 1b, 1b & 1c, or 1a & 1c		
1a	L.ENG-237: Fiction Writing	3
1a	L.ENG-384: Advanced Fiction Writing	3
1b	L.ENG-238: Poetry Writing	3
1b	L.ENG-385: Advanced Poetry Writing	3
1c	L.ENG-236: Writing the Midwest Landscape	3
1c	L.ENG-239: Creative Nonfiction Writing-AA	3
1c	L.ENG-380: Nature Writing	3
1c	**L.ENG-383: Nonfiction Literature & Workshop	3
2	Elective: One additional L.ENG writing course at 236 or higher	3
3	Elective: One additional L.ENG writing course at 236 or higher	3
4	L.ENG-210: Literary Studies	3
5	L.ENG-200+: One additional non-AGE Literature course	3
6	L.ENG-200+: One additional non-AGE Literature course	3
7	L.ENG-200+: One additional non-AGE Literature course	3
8	L.ENG-468: Literary Criticism	3

9	L.ENG-491: Senior Thesis Seminar-PJ	3
10	L.ENG-491D: Senior Thesis Defense	0
**highly recommended as part of Req 1C		
36 total required credits		

Student Learning Outcomes – English: Literature	
1.	Demonstrate critical reading skills required to articulate a persuasive and insightful close reading, and a persuasive and insightful formal or structural analysis of a literary text (Goal #1 common to all Literature/Writing majors).
2.	Demonstrate the rhetorical skills required to make a persuasive and insightful written argument using evidence from a literary text. (Goal #2 common to all Literature/Writing majors).
3.	Integrate source material from literary research accurately, smoothly, and usefully into an argument, citing sources according to prevailing conventions.
4.	Demonstrate a clear understanding of the elements of literature, including plot, structure, character, setting, ideas, point of view, imagery, metaphor, symbolism, allegory, and prosody.
5.	Articulate how a work of literature may be understood in its social context, including such contexts as biography, psychology, gender, ethnicity, race, class, religion, nationality, or sexuality, as well as political, social, religious, intellectual or cultural history.
6.	Articulate how a work of literature may be understood in the context of literary history (including such concepts as the Renaissance, Romanticism, or Modernism), as well as the context of the history of aesthetic movements (including such concepts as classicism, romanticism, realism, naturalism, or surrealism), and the context of literary traditions (including such concepts as genre, sub-genre, myth, archetype, or mode).
7.	Orally articulate their composition and revision processes, and explain how the study of literature and individual authors provides them with models and an understanding of literary conventions and traditions which informs their own writing.

Requirements for the major in English: Literature (B.A.):

Students will be required to defend their Literature Capstone thesis.

Req	Course	Cr's
1	L.ENG-210: Literary Studies	3
Select one from Req 2 (Diversity)		
2	L.ENG-221: World Literature: Beginnings to Middle Ages	3
2	L.ENG-222: World Literature: Renaissance to Modern	3
2	L.ENG-224: African American Literature	3
2	L.ENG-253: Native Voices, Native Lives	3
2	L.ENG-285: Modern Irish Culture & Literature	3
2	L.ENG-348: Post-Colonial Literature in English	3
Select one from Req 3 (British Literature, pre-1800)		
3	L.ENG-337: Medieval and Renaissance British Lit	3
3	L.ENG-351: Milton & 17th Century Literature	3
3	L.ENG-352: 18th Century British Literature	3
Select two from Req 4 (British Literature, 1800 to Present)		
4	L.ENG-340: Romantic Age: 1798-1832	3
4	L.ENG-341: Victorian Age: 1832-1901	3

4	L.ENG-342: Victorian Age Novel	3
4	L.ENG-343: British/Irish Poetry 1900-Present	3
4	L.ENG-344: British Fiction 1900-Present	3
4	L.ENG-345: British Drama 1890-Present	3
4	L.ENG-355: English Novel: 1800-1840	3
Select two from Req 5 (American Literature)		
5	L.ENG-224: African American Literature	3
5	L.ENG-325: American Literature: 1820-1860	3
5	L.ENG-326: American Literature: 1861-1900	3
5	L.ENG-328: American Lit: Modern & Contemporary Poetry	3
5	L.ENG-329: American Lit: Modern/Contemporary Drama	3
5	L.ENG-330: American Lit: Modern Prose 1900-1945	3
5	L.ENG-331: Am Lit: Contemporary Prose 1945-Present	3
Select one from Req 6 (Major Figures)		
6	L.ENG-332: Major American Authors	3
6	L.ENG-333: Shakespeare Before 1600	3
6	L.ENG-334: Shakespeare After 1600	3
6	L.ENG-346: British Major Figures 1900-Present	3
6	L.ENG-351: Milton & 17th-Century Literature	3
7	L.ENG-200+: One additional non-AGE 200+ Literature course	3
8	L.ENG-200+: One additional non-AGE 200+ Literature course	3
9	L.ENG-468: Literary Criticism	3
10	L.ENG-490: Senior Literature Capstone-PJ	3
11	L.ENG-490D: Senior Literature Capstone Defense	0
36 total required credits		

Requirements for the minor in English:

Only one general education course may be applied to the minor in English.

Req	Course	Cr's
Select one from Req 2 (British Literature)		
1	L.ENG-333: Shakespeare Before 1600	3
1	L.ENG-334: Shakespeare After 1600	3
1	L.ENG-337: Medieval and Renaissance British Lit	3
1	L.ENG-340: Romantic Age: 1798-1832	3
1	L.ENG-341: Victorian Age: 1832-1901	3
1	L.ENG-342: Victorian Age Novel	3
1	L.ENG-343: British/Irish Poetry 1900-Present	3
1	L.ENG-344: British Fiction 1900-Present	3
1	L.ENG-345: British Drama 1890-Present	3
1	L.ENG-346: British Major Figures 1900-Present	3
1	L.ENG-351: Milton & 17th Century Literature	3
1	L.ENG-352: 18th Century British Literature	3
1	L.ENG-355: English Novel: 1800-1840	3

Select one from Req 2 (American Literature)		
2	L.ENG-224: African American Literature	3
2	L.ENG-325: American Literature: 1820-1860	3
2	L.ENG-326: American Literature: 1861-1900	3
2	L.ENG-328: American Lit: Modern & Contemporary Poetry	3
2	L.ENG-329: American Lit: Modern/Contemporary Drama	3
2	L.ENG-330: American Lit: Modern Prose 1900-1945	3
2	L.ENG-331: Am Lit: Contemporary Prose 1945-Present	3
2	L.ENG-332: Major American Authors	3
Select one from Req 3 (Writing)		
3	L.ENG-236: Writing the Midwest Landscape	3
3	L.ENG-237: Fiction Writing	3
3	L.ENG-238: Poetry Writing	3
3	L.ENG-239: Creative Nonfiction Writing-AA	3
3	L.ENG-370: Fantastic Fiction	3
3	L.ENG-371: Screenwriting	3
3	L.ENG-383: Nonfiction Literature and Workshop	3
3	L.ENG-384: Advanced Fiction Writing	3
3	L.ENG-385: Advanced Poetry Writing	3
3	L.ENG-389: Revision, Editing, and Publishing	3
4	Elective: One additional L.ENG course at 200 or higher	3
5	Elective: One additional L.ENG course at 200 or higher	3
6	Elective: One additional L.ENG course at 200 or higher	3
18 total required credits		

Requirements for the minor in Rhetoric and Public Writing:

The Rhetoric and Public Writing minor strengthens the professional writing skills of students of any major by teaching them how to use the analytical tools of a liberal arts education in non-academic settings. The core courses explore both the concepts involved in effective writing and the practice of those concepts in community and work-place settings. Electives allow students to deepen and enrich their knowledge base with related courses in other programs. Along the way, class projects and internships allow students to gain résumé-building experience. Students who complete this minor will be equipped with timeless skills that are more essential than ever in a rapidly changing world.

Students should contact the Center for Experiential Learning for internship possibilities.

Req	Course	Cr's
1	L.ENG-277: Rhetoric & Political Engagement	3
2	L.ENG-278: Grant & Proposal Writing	3
3	L.ENG-279: Writing for New Media	3
4	L.ENG-390: Writing as Social Action	3
Select one from:		
5	ELECTIVE: L.ENG 237: Fiction Writing	3
5	ELECTIVE: L.ENG 238: Poetry Writing	3
5	ELECTIVE: L.ENG 236: Writing the Midwest Landscape	3

5	ELECTIVE: L.ENG 239: Creative Nonfiction Writing	3
5	ELECTIVE: L.ENG 380: Nature Writing	3
5	ELECTIVE: L.ENG 383: Nonfiction Literature & Workshop	3
5	ELECTIVE: L.ENG 384: Adv. Fiction Writing	3
5	ELECTIVE: L.ENG 385: Adv. Poetry Writing	3
5	ELECTIVE: L.ENG 389: Revision, Editing & Publishing	3
5	ELECTIVE: L.COM 164: Digital Imaging	3
5	ELECTIVE: L.COM 202: Public Relations Writing	3
5	ELECTIVE: L.COM 204: Organizational Communication	3
5	ELECTIVE: L.COM 262: Photojournalism (J-term)	3
5	ELECTIVE: L.COM 264: Desktop Publishing	3
5	CIT 322, 323, 324: (three one-credit courses in Web Publishing)	3
Select one from:		
6	ELECTIVE: PHI 314: Computers, Ethics, and Society	3
6	ELECTIVE: POL 101: Issues in American Politics	3
6	ELECTIVE: POL 121: Issues in Global Politics	3
6	ELECTIVE: POL 201: Campaigns & Elections	3
6	ELECTIVE: POL 203: The Road to the White House	3
6	ELECTIVE: PSY 190: The Working Poor (J-Term)	3
6	ELECTIVE: REL 221: The Church's Social Teachings	3
6	ELECTIVE: SOC 254: Race & Ethnicity	3
6	ELECTIVE: SOC 216: Social Problems	3
6	ELECTIVE: SOC 375: Social Movements	3
6	ELECTIVE: SPW 285: Asset Mapping Iowa Latinos	3
7	Three Credit Internship: Students completing the Rhetoric and Public Writing minor will successfully undertake a three credit internships at a site such as a non-profit or civic organization, a government office, or a business where they will apply concepts learning in their coursework to meet the needs of the broader community. Internship activities might include writing grants, designing informational materials, composing correspondence, editing documents, producing web content, or similar projects. Students should contact the Center for Experiential Learning to pursue internship possibilities.	3
21 total required credits		

ENGLISH: CREATIVE WRITING

- L.ENG-150: Composing with Video
- L.ENG-236: Writing the Midwest Landscape
- L.ENG-237: Fiction Writing
- L.ENG-238: Poetry Writing
- L.ENG-239: Creative Nonfiction Writing-AA
- L.ENG-241: Writing the Mississippi-AA
- L.ENG-254: Travel Writing: Guatemala & Int'l Service
- L.ENG-380: Nature Writing
- L.ENG-383: Nonfiction Literature & Workshop
- L.ENG-384: Advanced Fiction Writing

L.ENG-385: Advanced Poetry Writing
L.ENG-389: Revision, Editing & Publishing
L.ENG-491: Senior Thesis Seminar-PJ

FOUNDATIONAL WRITING

L.ENG-111: Critical Writing-FW

ENGLISH: LITERATURE

L.ENG-201: Poetry in Performance
L.ENG-221: World Literature: Beginnings to Middle Ages
L.ENG-222: World Literature: Renaissance to Modern
L.ENG-224: African American Literature
L.ENG-225: Literature of Oppression and Resistance-AC
L.ENG-231: Short Fiction-AA
L.ENG-232: The Novel-AA
L.ENG-233: Drama-AA
L.ENG-235: The Revisionist Superhero-AA
L.ENG-240: The Nature of Nature in Ireland-AI
L.ENG-242: Chicago Literature-AA
L.ENG-248: Caribbean, African, Asian Literature of Identity-AI
L.ENG-250: Literary London and Beyond-AA
L.ENG-251: Literature of the Frontier & American West-AA
L.ENG-252: The Law in American Film & Fiction-AA
L.ENG-253: Native Voices, Native Lives
L.ENG-255: All for One, One for All-AI
L.ENG-264: American Literature: The Search for Identity-AA
L.ENG-275: Bleak House in Context
L.ENG-273: The Gothic Imagination-AC
L.ENG-274: Irish Gothic-AC
L.ENG-285: Modern Irish Literature & Culture
L.ENG-286: Ireland in Film
L.ENG-287: Irish Women's Writing-AC
L.ENG-290: Canadian Imagination-AC
L.ENG-325: American Literature: 1820-1860
L.ENG-326: American Literature: 1861-1900
L.ENG-328: American Literature: Modern & Contemporary Poetry
L.ENG-329: American Literature: Modern & Contemporary Drama
L.ENG-330: American Literature: Modern Prose, 1900-1945
L.ENG-331: American Literature: Contemporary Prose, 1945-Present
L.ENG-332: Major American Authors
L.ENG-333: Shakespeare Before 1600
L.ENG-334: Shakespeare After 1600
L.ENG-337: Medieval & Renaissance British Literature
L.ENG-340: Romantic Age: 1798-1832
L.ENG-341: Victorian Age: 1832-1901
L.ENG-342: Victorian Age Novel
L.ENG-343: British/Irish Poetry 1900-Present
L.ENG-344: British Fiction 1900-Present

L.ENG-345: British Drama 1890-Present
 L.ENG-346: Seminar: British Major Figures 1900-Present
 L.ENG-348: Post-Colonial Literature in English
 L.ENG-351: Milton & 17th Century Literature
 L.ENG-352: 18th Century British Literature
 L.ENG-355: English Novel: 1800-1840

THEORY AND APPLICATION

L.ENG-210: Literary Studies
 L.ENG-391: Language Theory & Teaching of Writing
 L.ENG-468: Literary Criticism
 L.ENG-490: Senior Literature Capstone-PJ

FINANCE

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.00 or better in all L.ACC, L.BAN, L.BUS, and L.CIT courses and complete a minimum of 12 credits of upper level courses in their major (beyond core and supporting) at Loras College, including the seminar course.

Please Note:

Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Since students who are double majoring within the School of Business will not be taking L.BUS-490 more than once, **they need to complete an additional upper level course in either major to replace the second seminar course when applicable.**

Student Learning Outcomes – Finance
1. The ability to analyze financial statements to evaluate company performance and strategy.
2. The ability to apply time value of money concepts to analyze the capital budgeting decisions and capital structure choices of businesses
3. Understanding of the concept of market efficiency and ability to analyze and evaluate/value a variety of financial assets
4. Understanding of the multiple types of exchange rate risk and how analyzing and applying strategies companies use to mitigate this risk
5. Analyzing the workings of financial markets and financial institutions and the importance of asymmetric information
6. The ability to apply theoretical, classroom learning in real world settings
7. Ability to effectively communicate financial analysis as expected across professional settings
8. Demonstrate a knowledge of and the ability to apply ethical standards, including Catholic Social Teaching (CST) and fiduciary principles, to moral dilemmas in finance

Requirements for the major in Finance (B.A.):

Req	Course	Cr's
1	L.ECO-221: Principles of Microeconomics	3
2	L.ECO-222: Principles of Macroeconomics	3
3	L.ACC-227: Managerial Accounting	3
4	L.ACC-228: Financial Accounting	3
5	L.BUS-230: Principles of Management	3
6	L.BUS-240: Principles of Marketing	3
Select one from Req. 7		
7	L.MAT-115: Statistics	4
7	L.MAT-220: Probability and Statistics	3
7	L.BUS-250: Business Statistics	3
8	L.CIT-221: Data Analysis	3
9	L.BUS-350: Managerial Finance	3
10	L.BUS-352: Investments	3
11	L.BUS-353: Financial Institutions	3
12	L.BUS-351: International Finance	3
Select one from Req. 13		
13	L.BUS-358: LIFE Portfolio I	3
13	L.BUS-394: Internship (approved in Finance)	3
14	L.BUS-451: Intermediate Financial Management	3
15	L.BUS-490: Business Seminar	3
Select two from Req. 16		
16	L.BUS-358: LIFE Portfolio I (if not used above)	3
16	L.BUS-394: Internship (if not used above)	3
16	L.BUS-458: LIFE Portfolio II	3
Select one from Req. 17		
17	L.ACC-300+ (not L.ACC-394/ACC-494)	3
17	L.BUS-317: Business Law I	3
17	L.BUS-344: Sales Management	3
17	L.ECO-345: Monetary Theory & Policy	3
17	L.ECO-419: Econometrics	3
17	Finance elective not used above	3

54 total credits required

FINANCIAL PLANNING AND WEALTH MANAGEMENT

Francis J. Noonan School of Business

Jim Padilla, J.D., Dean

Brian J. Kallback, M.A. CFP® CLU® QPA QKA CTFA, Program Director

Financial planning is about aligning values with actions. A comprehensive financial planner uses an integrated approach towards all aspects of a financial situation, including, but not limited to: Insurance & Risk Management, Investment Planning, Tax Planning, Retirement Planning, Employee Benefits, and Estate Planning. Though content is integral, the profession of planning additionally requires a commitment to ethics and awareness of behavioral finance, consumer psychology, family dynamics, customer service, and business development. In other words, a competent, comprehensive financial planner is a well-rounded individual who is interested in people and values service above self.

Loras College provides a differentiated program through our liberal arts tradition, Catholic Social Teaching foundation, and a curriculum based on ethical decision-making and reflective thinking. We appreciate many financial planners come to the industry from a variety of backgrounds and experiences, thus our Minor in Financial Planning & Wealth Management includes no prerequisites and is open to students of all majors and interests.

As we are a CFP® Registered Program, Duhawks with a Minor in Financial Planning & Wealth Management will be eligible to sit for the CFP® Examination upon graduation. For further conversation on our CFP®-Registered Minor in Financial Planning & Wealth Management, contact brian.kallback@loras.edu.

Requirements for the minor in Financial Planning and Wealth Management:

A student must earn a cumulative average of 2.00 or better in all CFP courses. Students may “double count” a maximum of 6 credits in a minor.

Financial Planning & Wealth Management

Req	Course	Cr's
1	L.CFP-300: Financial Planning & Risk Management	3
Select one from Req. 2		
2	L.CFP-310: Portfolio Management & Communication	3
2	L.BUS-352: Investments	3
Select one from Req. 3		
3	L.CFP-320: Personal Tax Planning	3
3	L.ACC-455: Federal Income Tax I	
4	L.CFP-330: Retirement Planning & Employee Benefits	3
5	L.CFP-340: Estate Planning	3
6	L.CFP-490: Applications in Financial Planning & Wealth Management	3
18 total required credits		

GENDER STUDIES

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

Gender Studies is an interdisciplinary minor that promotes the study of the status of men and women, historically and at present. In courses across the disciplines, questions are raised concerning the ways in which we think about the social order as well as the distribution of power and opportunity. Gender Studies encourages in students a spirit of inquiry that will prepare them to function effectively as they integrate themselves into a diverse and rapidly evolving society. The Gender Studies minor is 18 credits, with elective courses in history, literature, sociology and other programs at Loras College. Consult the website of the Division of Philosophical, Religious, Theological, Social & Cultural Studies for the current list of elective courses or contact one of the co-directors of the program directly.

Requirements for the minor in Gender Studies:

Students should contact the Program Coordinators for a list of approved elective courses. When both core courses are taken, 12 elective credits are required. In either case, no more than 6 credits from any one discipline may be counted toward the minor.

Req	Course	Cr's
Select one course from Req 1		
1	L.SOC-240: Gender & Society	3
1	L.HIS-239: United States Women's History-AC	3
2	Elective: One course from approved list	3
3	Elective: One course from approved list	3
4	Elective: One course from approved list	3
5	Elective: One course from approved list	3
6	Elective: One course from approved list	3
18 total required credits		

HISTORY

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

Student Learning Outcomes – History
1. Demonstrate the ability to understand historical discourse, including the ability to understand and evaluate competing interpretations of the past and theoretical and methodological approaches that have informed historical writing.
2. Demonstrate educated familiarity with multiple societies.
3. Demonstrate research skills, especially the ability to identify, collect, and sort out primary sources for a research project.

4. Demonstrate skills in critical thinking by analyzing, evaluating and synthesizing information from multiple historical sources and developing a persuasive argument supported by evidence.
5. Demonstrate strong skills for written communication.
6. Demonstrate strong skills for oral communication.
7. Demonstrate ability to cite sources in a manner consistent with professionals in the discipline of history.

Requirements for the major in History (B.A.):

Students in the first year are advised to select from among 100- and 200- level courses (introductory level courses). Majors, in consultation with a faculty advisor, design a curriculum suited to their particular interests and professional needs. Division approval is required for acceptance as a major, for course distribution within the major, and for graduation. To complete the major, a student must complete L.HIS-288, L.HIS-489 and L.HIS-490 and maintain at least a 2.3 GPA in 33 credits of history courses taken for the major.

L.HIS-175, 288, 386, 489 and 490 must be taken at Loras College. History majors may apply up to 12 transfer credits toward their Loras degree. **Credit will not be granted for online courses that do not require on-campus contact hours.**

REQUIRED COURSES WHICH MUST BE TAKEN AT LORAS

L.HIS-175 Themes in World History (Required only for World and All Social Studies Teaching Endorsements)

L.HIS-288 The Historian as Investigator

L.HIS-386 U.S. Survey for Teachers (Required only for United States and All Social Studies Teaching Endorsements)

L.HIS-489 The Historical Thinker

L.HIS-490 The Professional Historian

Req	Course	Cr's
1	L.HIS-288: The Historian as Investigator	3
2	L.HIS-175: Themes in World History (Required only for World and All Social Studies Teaching Endorsements)	3
3	L.HIS-386: U.S. Survey for Teachers (Required only for United States and All Social Studies Teaching Endorsements)	3
4	L.HIS-489: The Historical Thinker	3
5	L.HIS-490: The Professional Historian	3
6	Elective: Any L.HIS course	3
7	Elective: Any L.HIS course	3
8	Elective: Any L.HIS course	3
9	Elective: Any L.HIS course	3
10	Elective: Any Non-AGE L.HIS-300+ course	3
11	Elective: Any Non-AGE L.HIS-300+ course	3
12	Elective: Any Non-AGE L.HIS-300+ course	3

13	Elective: Any Non-AGE L.HIS-300+ course	3
33 total required credits		

Requirements for the minor in History:

Two of the following six electives must be upper (300 or 400) level courses.

Req	Course	Cr's
1	Elective: Any World history course	3
2	Elective: Any World history course	3
3	Elective: Any American history course	3
4	Elective: Any American history course	3
5	Elective: Any additional history course	3
6	Elective: Any additional history course	3
18 total required credits		

AFRICAN HISTORY

- L.HIS-161: Modern Africa since 1800
- L.HIS-162: The Scramble for Africa
- L.HIS-282: History as Film: Africa-AC
- L.HIS-360: Southern Africa Since 1800

ASIAN HISTORY

- L.HIS-272: Japan in the Modern World-AI
- L.HIS-275: History As Film: East Asia
- L.HIS-277: Modern Chinese History & Culture-AC

COMPARATIVE WORLD HISTORY

- L.HIS-175: Themes in World History
- L.HIS-248: The Cold War-AI
- L.HIS-349: The Second World War
- L.HIS-392: History as Film
- L.HIS-404: Historical Geography

EUROPEAN HISTORY

- L.HIS-116: Ancient Greek Civilization
- L.HIS-117: Roman Civilization
- L.HIS-140: Europe To 1750
- L.HIS-141: Modern Europe Since 1750
- L.HIS-245: The Celts-AC
- L.HIS-249: Russian Civilization-AC
- L.HIS-329: The Enlightenment
- L.HIS-330: The French Revolution
- L.HIS-340: The Age of Kings & Conversions: Medieval Europe, 476-1075
- L.HIS-341: The Age of Love & Reason: Medieval Europe, 1075-1530
- L.HIS-342: The Reformation-AI
- L.HIS-343: Medieval Christianity
- L.HIS-346: Isle of the Saints: A Study Tour-AI
- L.HIS 348: Paris in the 1920s & 1930s

GENERAL HISTORY

- L.HIS-288: The Historian as Investigator
- L.HIS-333: Imperial Geographies-AA
- L.HIS-395: Topics
- L.HIS-489: The Historical Thinker
- L.HIS-490: The Professional Historian
- L.HIS-494: Internship in History

JANUARY TERM

- L.HIS-125: The Forgotten Burial Ground: Understanding Dubuque through the Third Street Cemetery
- L.HIS-162: The Scramble for Africa
- L.HIS-232: Herbert Hoover & the Great Depression
- L.HIS-279: Gandhi the Interfaith Peace-BUILDER-AV
- L.HIS-285: The Arab-Israeli Conflict
- L.HIS-344: Celtic Christianity & Roman Catholicism
- L.HIS-365: Contemporary Urban Portugal

LATIN AMERICAN HISTORY

- L.HIS-155: Introduction to Latin American History
- L.HIS-255: United States/Latin American Relations
- L.HIS-257: Modern Brazilian History & Culture-AC

UNITED STATES HISTORY

- L.HIS-121: United States To 1877
- L.HIS-122: United States Since 1865
- L.HIS-229: African American History-AI
- L.HIS-230: Community & Identity in the American West-AI
- L.HIS-231: History of U.S. Sexuality-AV
- L.HIS-235: Race & Gender Reform in the United States-AC
- L.HIS-239: United States Women's History-AC
- L.HIS-320: Native American Archeology
- L.HIS-386: United States Survey for Teachers
- L.HIS-427: United States Catholicism
- L.HIS-431: Revolutionary Era in the United States
- L.HIS-439: The Creation of Modern America, 1877-1924
- L.HIS-443: Civil War & Reconstruction
- L.HIS-453: The Great Depression & the New Deal
- L.HIS-455: United States History Since 1945
- L.HIS-456: The Civil Rights Movement

INTERNATIONAL STUDIES

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

International Studies is an interdisciplinary major at Loras College. Its mission is to develop in its majors an appreciation of the recent history, cultural traditions, and political, economic and social institutions of other societies; an in-depth understanding of the nature of conflict and collaboration in the world arena, including global problems and different strategies for solving them; and analytical

skills suited for the interdisciplinary study of other societies and international issues. The faculty members teaching in the International Studies program believe that as globalization increasingly affects the life and work of all citizens, knowledge taught and intellectual skills and dispositions cultivated in this program are not only essential for the students who plan to pursue careers in international affairs, but also important for students who will enter other professions.

Student Learning Outcomes – International Studies	
1.	Demonstrate an understanding of global issues from disciplinary and interdisciplinary perspectives
2.	Exhibit comprehension and awareness of contemporary thematic dynamics of different global regions
3.	Display an appreciation and knowledge of diverse worldviews and cultures
4.	Demonstrate intercultural competencies and values
5.	Ability to perform original research based on interdisciplinary methods, theories, and primary sources
6.	Convey complex information and interdisciplinary ideas in written and oral form that are clear, robust, carefully edited, well organized, and stylistically engaging and accessible.

Requirements for the major in International Studies (B.A.):

An International Studies major shall choose a concentration consisting of three electives and a thesis. Two of these electives shall be courses that give a student solid knowledge of a geographic area (such as Africa, East Asia, Europe, or Latin America), and the third one shall be a global thematic course (such as International Politics, Global Inequality, or International Trade). The thesis shall deal with the chosen geographic area and the theme of the chosen global thematic course. A semester of study abroad may be used to satisfy part of the concentration requirement. **Students should contact the Program Coordinator for a list of approved electives.**

Req	Course	Cr's
1	L.POL-121: Issues in Global Politics	3
2	L.ECO-222: Principles of Macroeconomics	3
3	L.INS-489: Senior Seminar	3
4	L.HIS-175: Themes in World History	3
5	Elective: Approved course from the I.S. Committee	3
6	Elective: Approved course from the I.S. Committee	3
7	Elective: Approved course from the I.S. Committee	3
8	Elective: Approved course from the I.S. Committee	3
9	Elective: Approved course from the I.S. Committee	3
10	Elective: Approved course from the I.S. Committee	3
30 total required credits		

Requirements for the minor in International Studies:

Req	Course	Cr's
1	L.POL-121: Issues in Global Politics OR L.HIS-175 Themes in World History	3
2	Elective: Approved course from the I.S. Committee	3
3	Elective: Approved course from the I.S. Committee	3
4	Elective: Approved course from the I.S. Committee	3
5	Elective: Approved course from the I.S. Committee	3

6	Elective: Approved course from the I.S. Committee	3
18 total required credits		

Study abroad

Majors are strongly encouraged to study abroad. With prior approval of the International Studies Committee, courses taken abroad will be eligible for transfer to Loras and credited toward the major if passed with the grade of C or better. For further information, visit the Center for Experiential Learning and the Program Coordinator for the major.

IRISH STUDIES

Division of Language & Literature

Kevin Koch, Ph. D., Chair

Students who seek an interdisciplinary study of Irish culture, literature, and history may pursue the Irish Studies minor.

Requirements for the minor in Irish Studies:

Experiential credit may be accrued through our semester study abroad program at the Institute of Art, Design, and Technology at Dun Laoghaire, through a January term, or participation in a faculty-student summer research project.

Req	Course	Cr's
1	Elective: Experiential Learning (see note above)	2 to 9
Select between two and six courses from Req 2		
2	L.BUS-379: The Rise and Fall of the Celtic Tiger-AC	3
2	L.LIB-245: The Irish in America-AC	3
2	L.ENG-240: The Nature of Ireland-AI	3
2	L.ENG-274: Irish Gothic-AC	3
2	L.ENG-285: Modern Irish Literature and Culture	3
2	L.ENG-286: Ireland in Film	3
2	L.ENG-343: British/Irish Poetry: 1900 to present	3
2	L.HIS-245: The Celts-AC	3
2	L.HIS-333: Imperial Geographies-AA	3
2	L.COM-283: Irish Cinema	3
2	Elective: Other Topics course under development	3
18 to 20 total required credits		

KINESIOLOGY

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

Student Learning Outcomes – Kinesiology
Graduates from the Kinesiology Program will:
1. Plan, implement, evaluate and develop effective exercise, sport or health related intervention programs
2. Apply a lifespan perspective in Kinesiology to the changing nature of psychological perceptions, physiological functioning, and physical capabilities as they relate to exercise and physical activity across the lifespan.
3. Problem solve by assimilating, synthesizing, analyzing, and applying information from multiple sources and disciplines.
4. Understand the application of kinesiology within the parent disciplines of kinesiology including biology, human anatomy, human physiology, and psychology and the application to Kinesiology of concepts within each discipline.
5. Examine the relationships between physical activity habits, nutrition and wellness, including disease prevention and treatment, psychological well-being, social health and overall functioning.
6. Understand research design within the field of Kinesiology.
7. Understand the structure and function of musculoskeletal, cardiovascular, nervous, endocrine, metabolic and respiratory systems and the effect of acute and chronic exercise on each of these systems.
8. Evaluate the diversity of factors influencing responses to exercise, including those associated with culture, personality, and physiological functioning on exercise behaviors and responses to exercise.

Requirements for the major in Kinesiology (B.A.):

The mission of the kinesiology program is to provide a broad and dynamic program to prepare students for graduate study and careers in exercise, sport, wellness, and allied health.

To be eligible for admission to the kinesiology major, a student must have a minimum cumulative GPA of 2.25 and have passed the L.KIN-101 and L.BIO-115 courses with a grade of C or better in each. Once admitted to the major, a student must maintain a minimum cumulative GPA of 2.25 throughout the course of study. Students who fail to maintain the minimum cumulative GPA requirement may be removed from the major or be prevented from enrolling in upper level kinesiology courses.

To be eligible for graduation with a kinesiology major, a student must earn a C or better in *all* courses counted toward the major. Courses in which the student earns less than a C grade will not be accepted toward the major. In addition, a student's cumulative GP A must be at least a 2.25 to graduate with a degree in kinesiology.

Students must complete a minimum of 6 *additional* credits of KIN, ATR, or BIO prefix courses. Electives must be 200 level or above. No more than three credits of internship/practical experiences will be counted toward the six credit minimum. Elective courses must be chosen in consultation with a student's advisor.

Additional guidelines for kinesiology majors, including internship guidelines, advising procedures, and course pre-requisites, can be found in the Kinesiology Student Handbook.

Students planning to complete the 3+2 Master of Athletic Training (M.A.T) program must complete all requirements for the Kinesiology Major as part of the dual-degree program. Refer to the Graduate Bulletin for information regarding admission and graduation requirements of the M.A.T. program.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology	4
2	L.BIO-225: Human Anatomy & Physiology I	4
3	L.BIO-226: Human Anatomy & Physiology II	4
4	L.CHE-111: General Chemistry I	4
5	L.KIN-050: Personal Fitness	1
6	L.KIN-101: Introduction to Kinesiology	3
7	L.KIN-145: Nutrition	3
8	L.KIN-232: Biomechanics & Kinesiology	3
9	L.KIN-250: Research Methods in Kinesiology	3
10	L.KIN-322: Physiology of Exercise	3
11	L.KIN-344: Theory of Strength Training and Conditioning	3
12	L.KIN-370: Fitness Assessment and Prescription	3
13	L.KIN-439: Exercise Psychology	3
14	L.KIN-492: Internship in Kinesiology	3
Select one from Req 15		
15	L.PSY-101: Introductory Psychology	3
15	L.PSY-121: Developmental Psychology	3
Select one from Req 16		
16	L.MAT-115: Statistics-FM	4
16	L.BIO-279: Experimental Design & Biostatistics-AH	4
17	Specialty Elective (200+ KIN, ATR, BIO courses only)	3
18	Specialty Elective (200+ KIN, ATR, BIO courses only)	3
57 total required credits		

Requirements for the minor in Coaching:

Req	Course	Cr's
1	L.KIN-121: Personal and Community Health	3
2	L.KIN-235: Sports Officiating	3
3	L.KIN-244: Theory of Coaching	3
Select one from Req 4		
4	L.ATR-130: Prevention of Athletic Injuries	3
4	L.ATR-275: Athletic Training Skills	3
5	L.BIO-225: Human Anatomy & Physiology I	4
6	L.KIN-322: Physiology of Exercise	3
Select one from Req 7		

7	L.PSY-121: Developmental Psychology	3
7	L.KIN-338: Sport Psychology	3
7	L.KIN-439: Exercise Psychology	3
22 total required credits		

MANAGEMENT INFORMATION SYSTEMS

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.00 or better in all L.ACC, L.BAN, L.BUS, and L.CIT courses and complete a minimum of 12 credits of courses in their major at Loras College, including the seminar course.

Please Note:

Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Since students who are double majoring within the School of Business will not be taking L.BUS-490 more than once, they need to complete an additional upper level course in either major to replace the second seminar course when applicable.

Student Learning Outcomes – Management Information Systems	
1.	An ability to apply knowledge of computing and mathematics appropriate to the discipline
2.	An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
3.	An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
4.	An ability to function effectively on teams to accomplish a common goal
5.	An understanding of professional, ethical, legal, security and social issues and responsibilities
6.	An ability to communicate effectively with a range of audiences
7.	Recognition of the need for and an ability to engage in continuing professional development
8.	An ability to use current techniques, skills, and tools necessary for computing practice
9.	An understanding of processes that support the delivery and management of information systems within a specific application environment

Requirements for the major in Management Information Systems (B.S.):

Req	Course	Cr's
1	L.ACC-227: Managerial Accounting	3
2	L.BUS-230: Principles of Management	3
3	L.BUS-240: Principles of Marketing	3

Select one from Req. 4		
4	L.MAT-115: Statistics	4
4	L.MAT-220: Probability and Statistics	3
4	L.BUS-250: Business Statistics	3
5	L.CIT-110: Principles of Computing & IT	3
6	L.CIT-317: Network Management	3
7	L.CIT-318: Database Management	3
8	L.CIT-485: Systems Engineering	3
9	L.BUS-490: Business Seminar	3
Select two from Req. 10		
10	L.CIT-115: Introduction to Programming	4
10	L.EGR-116: Intro to Programming with Robotics (if not counting L.CIT-115 above)	4
10	L.CIT-225: Data Structures & Algorithms	4
10	L.CIT-326: Visual Basic Programming	3
10	L.CIT-327: Structured COBOL Programming	3
10	L.CIT-328: Enterprise Systems & Development	3
10	L.CIT-332: Web Programming	3
Select two from Req. 11		
11	L.ACC-350: Accounting Systems	3
11	L.BAN-300: Applied Analytics	3
11	L.CIT-221: Data Analysis	3
11	L.CIT-320: Web Publishing	3
39-43 total credits required		

Requirements for the minor in Management Information Systems:

A student must earn a cumulative average of 2.00 or better in all CIT, ACC, and BUS courses. Students may “double count” a maximum of 6 credits in a minor.

Select one from Req 1		
1	L.CIT 110-01: Principles of Computing & IT	3
2	L.ACC-227: Managerial Accounting	3
3	L.BUS-230: Principles of Management	3
Select at least 9 credits from Req 4		
4	L.CIT-115: Introduction to Programming	4
4	L.CIT-317: Network Management	3
4	L.CIT-318: Database Management	3
4	L.CIT-311: Human Computer Interaction	3
4	L.CIT-221: Data Analysis	3
4	L.CIT-320: Web Publishing	1
4	L.CIT-326: Visual Basic Programming	3
4	L.CIT-327: Structured COBOL Programming	3
4	L.CIT-332: Web Programming	3

4	L.CIT-485: Systems Engineering	3
18 total required credits		

MARKETING

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.00 or better in all L.ACC, L.BAN, L.BUS, and L.CIT courses and complete a minimum of 12 credits of upper level courses in their major (beyond core and supporting) at Loras College, including the seminar course.

Please Note:

Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Since students who are double majoring within the School of Business will not be taking L.BUS-490 more than once, **they need to complete an additional upper level course in either major to replace the second seminar course when applicable.**

Student Learning Outcomes – Marketing	
1.	Demonstrate the ability to collect, analyze and synthesize data to inform business decisions
2.	Demonstrate proficiency in oral and written communications appropriate for a professional business setting
3.	Demonstrate knowledge of and the ability to apply principles of Catholic Social Teaching (CST) to moral dilemmas in business
4.	Demonstrate the ability to work effectively as a member of a group
5.	Demonstrate knowledge of and the ability to apply the process of marketing
6.	Demonstrate knowledge of and the ability to apply marketing specific skills, paradigms, tools and theories to marketing issues
7.	Demonstrate the ability to analyze and synthesize the impact of the external environment on the marketer's decision making

Requirements for the major in Marketing (B.A.):

Req	Course	Cr's
1	L.ECO-221: Principles of Microeconomics	3
2	L.ECO-222: Principles of Macroeconomics	3
3	L.ACC-227: Managerial Accounting	3
4	L.ACC-228: Financial Accounting	3
Select one from Req. 5		
5	L.CIT-110: Principles of Computing & IT	3
5	L.CIT-221: Data Analysis	3

6	L.BAN-210: Essentials of Analytics	3
7	L.BUS-230: Principles of Management	4
8	L.BUS-240: Principles of Marketing	3
9	L.BUS-317: Business Law I	3
10	L.BUS-350: Managerial Finance	3
11	L.BUS-343: Marketing Management	3
12	L.BUS-450: Marketing Analytics	3
13	L.BUS-447: Marketing Research	3
14	L.BUS-490: Business Seminar	3
Select three from Req. 15		
15	L.BUS-341: Marketing Ethics-AV	3
15	L.BUS-344: Sales Management	3
15	L.BUS-345: Retail Administration	3
15	L.BUS-346: Advertising/Marketing Comm.	3
15	L.BUS-349: Consumer Behavior	3
15	L.BUS-348 International Marketing	3
51 total credits required		

MATHEMATICS

Division of Mathematics, Engineering & Computer Science

Robert S. Keller, Ph.D., Chair

The mathematics major allows students to tailor their major to their goals and careers after graduation.

Student Learning Outcomes – Mathematics
1. Students will demonstrate proficiency in oral mathematical communication
2. Students will demonstrate proficiency in written mathematical communication
3. Students will engage in the mathematical processes of creative problem solving, pattern recognition, and conjecture forming.
4. Students will reflect on their process of productive struggle in mathematics
5. Students will produce and evaluate the quality of mathematical arguments
6. Students will apply analytical and procedural skills in a variety of contexts
7. Students will synthesize various mathematical strategies to tackle authentic problems in novel settings

Requirements for the major in Mathematics (B.S.):

A minimum grade of a C (2.000) received in each of Reqs 1 through 5, and average of a C (2.000) in all courses applied to the student's major is required. All majors must also take L.MAT-490, the capstone experience for mathematics majors in which students produce a portfolio linking experiences obtained in their major with the general education curriculum (the exception for students receiving licensure at the secondary level from the Education division is that they will

take L.EDU-490 in place of L.MAT-490). Requirements #1-6 identified below comprise the mathematics core.

Req	Course	Cr's
1	L.MAT-150: Calc of One Variable I	4
2	L.MAT-160: Calc of One Variable II	4
3	L.MAT-230: Discrete Mathematics	3
4	L.MAT-250: Linear Algebra	3
5	L.MAT-260: Analytic Geometry and Calculus III	4
6	L.CIT-115: Introduction to Programming	4
Select one from Req 7		
7	L.CIT-225: Data Structures & Algorithms	4
7	L.PHY-223: Physics Scientist/Engineers I	5
7	L.EDU-353: Special Sec Methods: Mathematics	3
Select either all three of Req 8a, or Req 8b		
8a	L.MAT-390: Seminar	1
8a	L.MAT-390: Seminar	1
8a	L.MAT-390: Seminar	1
8b	L.MAT-391: Guided Research	3
Select four from Req 9a-9b; of those, at least one from 9b		
9a	L.MAT-220: Introduction to Probability & Statistics	3
9a	L.MAT-310: Ordinary Differential Equations	3
9a	L.MAT-370: Numerical Analysis	3
9a	L.MAT-380: Modern Geometry	3
9a	L.MAT-395: Topics	3
9b	L.MAT-450: Modern Algebra	3
9b	L.MAT-460: Real Analysis	3
9b	L.MAT-495: Topics	3
10	L.MAT-490: Mathematics Portfolio	1
41 to 43 total required credits		

Requirements for the minor in Mathematics:

A minimum grade of C- is required in each course for the minor.

Req	Course	Cr's
1	L.MAT-150: Calc of One Variable I	4
2	L.MAT-160: Calculus on One Variable II	4
3	L.MAT-220+: Additional L.MAT course	3 to 4

4	L.MAT-220+: Additional L.MAT course	3 to 4
5	L.MAT-220+: Additional L.MAT course	3
17 to 18 total required credits		

MEDIA STUDIES

Division of Communication & Fine Arts

Craig Schaefer, M.A., Chair

Student Learning Outcomes – Media Studies	
1.	Students will apply the principles and practices of the media
2.	Students will create media texts within an ethical framework
3.	Students will produce media messages with creative ability
4.	Students will utilize the tools and technologies of the media industry
5.	Students will conduct research and evaluate information by methods appropriate to media studies
6.	Students will be proficient in media and academic writing
7.	Students will critically analyze media texts

Requirements for the major in Media Studies (B.A.):

A minimum grade of C+ is required in L.COM-225 for all media studies majors. A minimum grade of C must be received in L.COM-131 and L.COM-485. A 2.25 cumulative grade point average is required in all other required courses submitted to the major and/or minor. If the minimum is not achieved, the student must retake the course.

Req	Course	Cr's
1	L.COM-131: Introduction to Mass Communication	3
2	L.COM-158: Introduction to Television Production	3
3	L.COM-225: Media Writing	3
4	L.COM-257: Electronic Field Production	3
5	L.COM-280: News Analysis	3
6	L.COM-290: Communication Management	3
7	L.COM-293: Media Studies Practicum Staff	1
8	L.COM-352: Advanced Broadcast Writing	3
9	L.COM-390: Media Criticism	3
10	L.COM-393: Communication Law	3
11	L.COM-485: Communication Research	3
12	L.COM-491: Media Studies Capstone	3
13	L.COM-493: Media Studies Practicum Staff	1
Select two from Req 14		
14	L.COM-164: Digital Imaging	3
14	L.COM-235: Experimental Video	3
14	L.COM-262: Photojournalism	3
14	L.COM-263: Wonderful World of Animation	3
14	L.COM-285: World Cinema-AA	3
14	L.COM-286: Identity & Community in Rock & Roll-AI	3

14	L.COM-289: Global Filmmaking	3
14	L.COM-296 Haight-Ashbury: Exploring the History and Legacy of Hippies-AI	
14	L.COM-305: Media Convergence	3
14	L.COM-348: Motion Graphics	3
14	L.COM-357: Advanced Television Production	3
14	L.COM-365: Cinema: Critical Analysis	
14	L.COM-375: Roots of the Blues and Rock & Roll	3
14	L.COM-380: Persuasion	3
14	L.COM-388: Art & Dissent in Czechoslovakia-AC	3
14	L.COM-395: Topics	3
41 total required credits		

Requirements for the minor in Journalism:

A minimum of a C is required in L.COM-131. A minimum grade of C+ is required in L.COM-225. A 2.25 cumulative grade point average is required in all other courses submitted for the minor.

Req	Course	Cr's
1	L.COM-131: Introduction to Mass Communication	3
2	L.COM-158: Introduction to Television Production	3
3	L.COM-225: Media Writing	3
4	L.COM-280: News Analysis	3
5	L.COM-305: Media Convergence	3
6	L.COM-492: Journalism Practicum	1
Select one from Req 7		
7	L.COM-202: PR Writing	3
7	L.COM-264: Desktop Publishing	3
20 total required credits		

Requirements for the minor in Media Studies:

A minimum of a C is required in L.COM-131. A minimum grade of C+ is required in L.COM-225. A 2.25 cumulative grade point average is required in all other courses submitted for the minor.

Req	Course	Cr's
1	L.COM-131: Introduction to Mass Communication	3
2	L.COM-158: Introduction to Television Production	3
3	L.COM-225: Media Writing	3
4	L.COM-290: Communication Management	3
5	L.COM-390: Media Criticism	3
Select one from Req 6		
6	L.COM-164: Digital Imaging	3
6	L.COM-235: Experimental Video	3
6	L.COM-257: Electronic Field Production	3
6	L.COM-262: Photojournalism	3
6	L.COM-263: Wonderful World of Animation	3
6	L.COM-280: News Analysis	3
6	L.COM-285: World Cinema-AA	3

6	L.COM-286: Identity & Community in Rock & Roll-AI	3
6	L.COM-289: Global Filmmaking	3
6	L.COM-293: Media Studies Practicum Staff	1
6	L.COM-305: Media Convergence	3
6	L.COM-348: Motion Graphics	3
6	L.COM-352: Advanced Broadcast Writing	3
6	L.COM-357: Advanced Television Production	3
6	L.COM-365: Cinema: Critical Analysis	3
6	L.COM-375: Roots of the Blues and Rock & Roll	3
6	L.COM-380: Persuasion	3
6	L.COM-383: Hippies in the Haight-Ashbury-AI	3
6	L.COM-388: Art & Dissent in Czechoslovakia-AC	3
6	L.COM-395: Topics	3
18 total required credits		

MUSIC

Division of Communication & Fine Arts

Craig Schaefer, M.A., Chair

The music program offers two major degree programs: (1) Bachelor of Arts degree in Music Education); (2) Bachelor of Arts degree in Music. Both concentrations require successful completion of a piano proficiency examination. Related music minor program concentrations are listed below. The music program also offers a minor in liturgical music, in cooperation with the religious studies department.

Student Learning Outcomes – Music Education
1. Students will demonstrate the technical and artistic skills necessary for independent musical expression in a major performance area.
2. Students will perform both collaboratively and effectively through participation in musical ensembles.
3. Students will apply musical theoretical concepts to analyze harmonic and formal structures and create musical examples using appropriate tools.
4. Students will understand music in historical and cultural contexts.
5. Students will demonstrate keyboard competency.
6. Students will demonstrate conducting and rehearsal skills.
7. Students involved in music education will apply appropriate teaching skills to classroom scenarios
8. Students will communicate musical ideas in both written and oral contexts.

Requirements for the major in Music Education (B.A.):

Successful completion of the piano proficiency is required either by taking 4 semesters of applied keyboard or by the successful completion of the preliminary keyboard assessment. One capstone performance project (recital) is required for completion of the degree. Students in this concentration must complete the following courses with a C or higher.

Req	Course	Cr's
1	L.MUS-101: Music Theory I	3
2	L.MUS-102: Music Theory II	3

3	L.MUS-203: Music Theory III	3
4	L.MUS-204: Music Theory IV	3
5	L.MUS-215: History and Literature of Music I	3
6	L.MUS-216: History and Literature of Music II	3
8	L.MUS-230: Basic Conducting	2
7	L.MUS-233: Curriculum and Instruction in Music, Grades K-6	3
9	L.MUS-309: Orchestration	2
10	L.MUS-315: History and Literature of Music III	3
11	L.MUS-337: Secondary Music Methods	3
Select one from Req 12		
12	L.MUS-333: Instrumental Conducting	2
12	L.MUS-336: Choral Conducting	2
13	L.MUS-174: String Techniques	1
14	L.MUS-175: Woodwind Techniques	1
15	L.MUS-176: Brass Techniques	1
16	L.MUS-177: Percussion Techniques	1
17	Applied Music: Major area from L.MUS-110 to 160	8
18	Applied Music: Minor area from L.MUS-121 Applied Piano	0-4*
19	Music Ensembles: From L.MUS-181 to 188	8
20	L.PSY-121: Developmental Psychology	3
21	L.EDU-200: Foundations of Education	3
22	L.EDU-205: Foundations of Special Education	3
Select one from Req 23		
23	L.EDU-203: Teaching for Social Justice	3
23	L.EDU-265: Multicultural Education-AC	3
24	L.EDU-350: General Secondary Curriculum & Instruction	3
25	L.EDU-350L: Intermediate Clinical, Grades 5-12	1
26	L.EDU-357: Reading in the Middle and Secondary School	3
27	L.EDU-411: Student Teaching in Elementary Music	6
28	L.EDU-412: Student Teaching in Secondary Music	6
29	L.EDU-490: Capstone Seminar and Portfolio-PJ	2
30	Senior Capstone Recital	
88 required credits		

* See requirements for the Major regarding piano proficiency

Student Learning Outcomes – Music	
1.	Students will demonstrate the technical and artistic skills necessary for independent musical expression in a major performance area.
2.	Students will perform both collaboratively and effectively through participation in musical ensembles.
3.	Students will apply musical theoretical concepts to analyze harmonic and formal structures and create musical examples using appropriate tools.

Student Learning Outcomes – Music	
4.	Students will understand music in historical and cultural contexts.
5.	Students will demonstrate keyboard competency.
6.	Students will communicate musical ideas in both written and oral contexts.

Requirements for the major in Music (B.A.):

Successful completion of the piano proficiency is required either by taking 4 semesters of applied keyboard or by the successful completion of the preliminary keyboard assessment. Two performance projects (recitals) are required for completion of the degree. Students in this concentration must complete the following courses with a C or higher.

Req	Course	Cr's
1	L.MUS-101: Music Theory I	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-203: Music Theory III	3
4	L.MUS-204: Music Theory IV	3
5	L.MUS-215: History and Literature of Music I	3
6	L.MUS-216: History and Literature of Music II	3
7	L.MUS-230: Basic Conducting	2
8	L.MUS-315: History and Literature of Music III	3
9	Applied Music: Major area from L.MUS-110 to 160	8
10	Applied Music: Minor area from L.MUS-121 Applied Keyboard	0-4*
11	Music Ensembles: From L.MUS-181 to 188	8
12	Senior Capstone Recital	
43 total required credits		

* See requirements for the Major regarding piano proficiency

Requirements for the minor in Liturgical Music:

Students must complete the following courses with C or higher. A one credit capstone/parish experience is required for completion of the minor.

Req	Course	Cr's
1	L.MUS-101: Music Theory I	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-230: Basic Conducting	2
4	L.MUS-321: History of Sacred Music-AA	3
5	L.REL-113: Introduction to the Bible	3
Select one from Req 6		
6	L.REL-261: Christ and Culture-AC	3
6	L.REL-318: Councils, Creeds, and Culture-AC	3
6	L.REL-320: Sacraments: Catholic Identity in Community-AI	3
7	Applied Music: L.MUS-110 to 160	6
23 total required credits		

Requirements for the minor in Music-Instrumental Emphasis:

Students must complete the following courses with a C or higher. One capstone performance project (recital) is required for completion of the minor.

Req	Course	Cr's
1	L.MUS-101: Music Theory I	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-215: History and Literature of Music I	3
Select one from Req 4		
4	L.MUS-216: History and Literature of Music II	3
4	L.MUS-315: History and Literature of Music III	3
5	Applied Music: Major area from L.MUS-121 to 160	6
6	Techniques: Major area from L.MUS-174 to 177	1
7	Music Ensembles: From L.MUS-181, 182, or 188	4
23 total required credits		

Requirements for the minor in Music-Vocal/Choral Emphasis:

Students must complete the following courses with C or higher. A capstone performance project is required for completion of the degree.

Req	Course	Cr's
1	L.MUS-101: Music Theory I	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-215: History and Literature of Music I	3
Select one from Req 4		
4	L.MUS-216: History and Literature of Music II	3
4	L.MUS-315: History and Literature of Music III	3
5	L.MUS-110: Voice	6
6	Music Ensembles: From L.MUS-183 to 186	4
22 total required credits		

MUSIC HISTORY AND APPRECIATION

- L.MUS-100: Soundscapes
- L.MUS-117: The Jazz Experience
- L.MUS-215: History & Literature of Music I
- L.MUS-216: History & Literature of Music II
- L.MUS-217: The Jazz Experience-AA
- L.MUS-252: Music Appreciation-AA
- L.MUS-295: Topics
- L.MUS-315: History & Literature of Music III
- L.MUS-321: History of Sacred Music-AA
- L.MUS-350: Music in the Movies-AA
- L.MUS-395: Music Topics

MUSIC THEORY, ORCHESTRATION/ARRANGING

- L.MUS-101: Music Theory I
- L.MUS-102: Music Theory II
- L.MUS-203: Music Theory III
- L.MUS-204: Music Theory IV

L.MUS-309: Orchestration

TECHNIQUES

L.MUS-174: String Techniques

L.MUS-175: Woodwind Techniques

L.MUS-176: Brass Techniques

L.MUS-177: Percussion Techniques

CONDUCTING AND METHODS

L.MUS-230: Basic Conducting

L.MUS-233: Curriculum and Instruction in Music K-6

L.MUS-333: Instrumental Conducting

L.MUS-336: Choral Conducting

L.MUS-337: Secondary Music Methods

APPLIED MUSIC (Private Lessons)

Applied Music study aims for the thorough development of effective technique and expressive performance. Applied Music is open to all students for 1 credit (one 30 minute lesson per week). With instructor permission, music majors may take Applied Music for 2 credits (one 60 minute lesson per week). All Applied Music students are required to attend monthly music seminars as determined by the instructor. Offered every semester. See course descriptions and specific semester class schedules for further information.

Vocal

L.MUS-110: Voice

Keyboard

L.MUS-121: Piano

L.MUS-122: Organ

L.MUS-123: Harpsichord

Strings

L.MUS-131: Violin

L.MUS-132: Viola

L.MUS-133: Cello

L.MUS-134: String Bass

L.MUS-135: Guitar

Woodwind

L.MUS-141: Flute

L.MUS-142: Oboe

L.MUS-143: Clarinet

L.MUS-144: Saxophone

L.MUS-145: Bassoon

Brass

L.MUS-151: Trumpet

L.MUS-152: French Horn

L.MUS-153: Trombone

L.MUS-154: Euphonium
L.MUS-155: Tuba

Percussion

L.MUS-160: Percussion

ENSEMBLES

L.MUS-181: Loras Wind Ensemble
L.MUS-182: Loras Jazz Ensemble
L.MUS-183: Loras Concert Choir
L.MUS-184: Loras Chamber Singers
L.MUS-185: Bella Voce (Women’s Choir)
L.MUS-186: Con Brio (Men’s Choir)
L.MUS-188: Chamber Ensembles

NEUROSCIENCE

Division of Teacher Education & Behavioral Sciences

Leonard Decker, Ph.D., Chair

The neuroscience major as an inherently interdisciplinary program has a built-in flexibility which allows students to double major and connect neuroscience with their interests in other areas. Popular choices for double major include psychology, biology and biochemistry. Career plans for neuroscience majors may include graduate school, business and industry, allied health fields (including medical school, nursing school, physical therapy, occupational therapy, speech language pathology and physician’s assistant) or professional settings in the medical, research or academic fields.

The minor in neuroscience serves students in various majors who may have an interest in head injury, brain trauma, mental health counseling, and/or the brain basis of learning and/or development.

Student Learning Outcomes – Neuroscience
1. Students will be able to identify core concepts of neuroscience.
2. Students will be able to synthesize information to formulate hypotheses, design experiments and engage in scientific research.
3. Students will be able to communicate neuroscientific information in a clear, reasoned manner, both verbally and in writing.

Requirements for the major in Neuroscience (B.S.): The required and supporting courses for the neuroscience major must be completed with a cumulative 2.0 GPA. Summer research experience is highly recommended for neuroscience majors. See the Center for Experiential Learning for more information on internship possibilities. Students interested in graduate school should seek at least one year of experience in research before applying to graduate school. Beyond the minimum requirements listed below and in addition to further study in possible neuroscience electives, some additional recommended electives are as follows:

- L.MAT-150-Calculus of One Variable I-FM
- EITHER L.CIT-110 Computing & Information Technology Basics OR L.CIT-115 Introduction to Programming
- L.PSY-221-Abnormal Psychology
- L.PHY-210-Elements of Physics

- L.PHY-211-Elements of Physics II

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-279: Experimental Design/Biostatistics-AH *	4
3	L.CHE-111: General Chemistry I	4
4	L.MAT-117+: Pre-Calculus-FM or higher	4
5	L.NEU-145: Introductory Neuroscience	3
6	L.NEU-490: Neuroscience Junior Seminar^	1
7	L.NEU-491: Neuroscience Senior Seminar^	1
8	L.PSY-101: Intro to Psychology	3
9	L.PSY-331: Physiological Psychology	3
Select up to three credits from Req 10		
10	L.NEU-390/L.PSY-351/L.CHE-200/L.BIO-300: Research Experience / Adv Resrch Mthds / Research	1
10	L.NEU-390/L.PSY-351/L.CHE-200/L.BIO-300: Research Experience / Adv Resrch Mthds / Research	1
10	L.NEU-390/L.PSY-351/L.CHE-200/L.BIO-300: Research Experience / Adv Resrch Mthds / Research	1
Select two from Req 11		
11	L.BIO-225: Human Anatomy & Physiology	3
11	L.BIO-250: Genetics	4
11	L.BIO-345: Neurobiology	3
11	L.BIO-410: Cell & Molecular Biology	4
11	L.BIO-420: Vertebrate Physiology	4
11	L.CHE-335: Introductory Biochemistry	3
11	L.PHI-318: Theory and Practice of Bioethics-AV (offered at J Term)	3
11	L.PSY-231: Sensation & Perception	3
11	L.PSY-332: Learning and Cognition	3
11	L.PSY-333: Motivation and Emotion	3
Select two from Req 12		
12	L.NEU-211: Techniques in Neuroscience	3
12	L.NEU-281: Exploring the Brain through Traumatic Brain Injury	3
12	L.NEU-291: Functional Neuroanatomy	3
12	L.NEU-295: Special Topics	3
12	L.NEU-301: Neurobiology of Disease	3
12	L.NEU-311: Hormones & Behavior	3
40-51 total required credits		

* L.PSY-211/L.PSY-212 Research Methods & Statistics I & II (8) can replace the L.BIO-279:Experimental Design/Biostatistics-AH

Double majors may complete their seminar requirement in their non-neuroscience major

Requirements for the minor in Neuroscience:

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-279: Experimental Design/Biostatistics-AH *	4
3	L.NEU-145: Introductory Neuroscience	3

4	L.PSY-101: Intro to Psychology	3
Select one from Req 5¹		
5	L.BIO-225: Human Anatomy & Physiology	4
5	L.BIO-250: Genetics	4
5	L.BIO-345: Neurobiology	3
5	L.BIO-348: Immunology	4
5	L.BIO-410: Cell & Molecular Biology	3
5	L.BIO-420: Vertebrate Physiology	4
5	L.CHE-335: Introductory Biochemistry	4
5	L.NEU-211: Techniques in Neuroscience	3
5	L.NEU-281: Exploring the brain through TBI	3
5	L.NEU-295: Special Topics	3
Select one from Req 6²		
6	L.NEU-291: Functional Neuroanatomy	3
6	L.NEU-301: Neurobiology of Disease	3
6	L.NEU-311: Hormones & Behavior	3
6	L.PSY-231: Sensation & Perception	3
6	L.PSY-332: Learning & Cognition	3
6	L.PSY-331: Physiological Psychology	3
6	L.PSY-333: Motivation & Emotion	3
20-22 total required credits[^]		

¹Psychology Majors must complete both electives from Req 5

²Biology, Chemistry, Biochemistry, Biological Research Majors must complete both electives from Req 6

*At least 6 credits in Minor must be NEU (e.g., NEU 145 and at least one NEU elective)

*BIO-279 can be substituted with PSY 211/212 or KIN 250

Note: NEU courses can be counted for either Req 5 or Req 6

PEACE AND JUSTICE

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

The Peace and Justice minor challenges students to better understand the dynamics of peaceful conflict resolution at the interpersonal, local, national, and international levels, especially within the context of the Catholic tradition. The program is designed to make connections between genuine peace and a just social order, one marked by equality, liberty, dignity, security, civility, and sustainability.

Requirements for minor in Peace and Justice:

Students should contact the program's co-chairs for details and a list of approved electives.

Req	Course	Cr's
1	L.REL-115: Introduction to Peace and Justice	3
2	Elective: One course from approved list	3
3	Elective: One course from approved list	3
4	Elective: One course from approved list	3
5	Elective: One course from approved list	3
6	Elective: One course from approved list	3

7	Experiential learning component: See co-chairs for options	1
19 total required credits		

PHILOSOPHY

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

Philosophical, Religious, & Theological Studies

The philosophy major has a built-in flexibility which allows students to: double major and connect as closely as possible an interest in philosophy with a major interest in another area, and develop a more personal course of study in philosophy, tailored to a student's individual interests.

The minor in philosophy is an ideal choice if a student does not have the time to pursue a major in philosophy, but nevertheless is interested in exploring life's ultimate questions, if only in a preliminary way.

Student Learning Outcomes - Philosophy	
1.	Understand the principles of critical thinking
2.	Understand the major philosophers and philosophical issues in the history of philosophy
3.	Understand the key elements of epistemology and the philosophy of being
4.	Understand the principle philosophical approaches to the human person and their respective responses to fundamental human concerns.
5.	Understand the key ethical theories and their application to ethical dilemmas on the personal, social, and professional levels.
6.	Understand the distinctively Catholic elements within Western philosophy.
7.	Be able to engage in critical reflection on the work of particular philosophers and on philosophical texts.
8.	Be able to synthesize the work of various philosophers and various texts.
9.	Be able to engage in cogent argumentation in support of a position.

Requirements for the major in Philosophy (B.A.):

A one-hour oral comprehensive exam including a portfolio review (see the Philosophy Program Director for oral examination study guide and further details regarding the portfolio review) are required for program completion. Philosophy majors must successfully complete (with a grade of C or above) courses within the following categories:

Req	Course	Cr's
1	L.PHI-150: Logic	3
2	L.PHI-250: Human Identity in Community-AI	3
3	L.PHI-301: Foundational Ethics	3
4	L.PHI-331: Knowledge, Truth, and Reality	3
5	L.PHI-XXX Additional Elective	3
6	L.PHI-XXX: Additional Elective	3
7	L.PHI-XXX: Additional Elective	3
Select two from Req 8 (taking L.PHI-110 or 150 first is strongly recommended)		
8	L.PHI-320: Ancient Philosophy	3
8	L.PHI-321: Medieval Philosophy	3
8	L.PHI-322: Modern Philosophy	3

8	L.PHI-323: Contemporary Philosophy	3
Select one from Req 9		
9	L.PHI-311: Business Ethics-AV	3
9	L.PHI-313: Environmental Ethics-AV	3
9	L.PHI-315: Communication Ethics-AV	3
9	L.SMG-270: Ethics in Sport-AV	3
10	L.PHI-490E: Oral Comprehensive Examination	0
30 total required credits		

What should be done to prepare for graduate school or teaching philosophy?

When seeking a solid preparation for advanced study in philosophy at the graduate level, as background for a particular profession or vocation, or as preparation for teaching philosophy, it is strongly recommended that (in addition to fulfilling the one-hour oral comprehensive exam and portfolio review requirements) the following courses be used to fulfill philosophy major requirements.

L.PHI-150: Logic

L.PHI-250: Human Identity in Community-AI

L.PHI-301: Foundational Ethics

L.PHI-331: Knowledge, Truth, and Reality

L.PHI-320: Ancient Philosophy

L.PHI-321: Medieval Philosophy

L.PHI-322: Modern Philosophy

L.PHI-323: Contemporary Philosophy

L.PHI-333: Philosophy of God and Religion

One course from the applied ethics group (L.PHI-311: Business Ethics-AV; L.PHI-313: Environmental Ethics-AV; Communication Ethics; SMG 270: Ethics in Sports-AV)

Requirements for the minor in Philosophy:

Philosophy minors must successfully complete (with a grade of C or above) the following courses:

Req	Course	Cr's
1	L.PHI-150: Logic	3
2	L.PHI-250: Human Identity in Community-AI	3
3	L.PHI-301: Foundational Ethics	3
4	Elective (strongly recommended): L.PHI-320, 321, 322, or 323	3
5	Additional Elective	3
6	Additional Elective	3
18 total required credits		

At Loras, minor programs can be designed to fit individual needs. Following are some suggested sequences for those preparing for careers in law or business.

Suggested minor sequence for pre-law

L.PHI-150: Logic

L.PHI-250: Human Identity in Community-AI

L.PHI-301: Foundational Ethics

Three additional philosophy courses

Suggested minor sequence for business

L.PHI-150: Logic
L.PHI-250: Human Identity in Community-AI
L.PHI-301: Foundational Ethics
L.PHI-311: Business Ethics-AV
Two additional philosophy courses

Suggested minor sequence for ethics concentration

L.PHI-150: Logic
L.PHI-250: Human Identity in Community-AI
L.PHI-301: Foundational Ethics

Three additional philosophy courses from the following courses:

- L.PHI-311: Business Ethics-AV
- L.PHI-313: Environmental Ethics-AV
- L.PHI-315: Communication Ethics-AV
- L.SMG-270: Ethics in Sport-AV

One 3-credit cognate course (i.e., a course from an academic program other than philosophy) may be used for the elective portion of a philosophy major or minor. The course must be related to the student's main philosophical interest and program of study and must be approved in advance by the Division Chairperson.

AREA

L.PHI-225: Art, Beauty & Meaning
L.PHI-311: Business Ethics-AV
L.PHI-313: Environmental Ethics-AV
L.PHI-315: Communication Ethics-AV
L.PHI-235: Science, Faith, and Knowledge (Cross-listed as L.REL-235)

GENERAL

L.PHI-150: Logic
L.PHI-110: Introduction to Philosophy

HISTORICAL

L.PHI-280: Eastern Philosophy
L.PHI-320: Ancient Philosophy
L.PHI-321: Medieval Philosophy
L.PHI-322: Modern Philosophy
L.PHI-323: Contemporary Philosophy

SYSTEMATIC

L.PHI-250: Human Identity in Community-AI
L.PHI-301: Foundational Ethics
L.PHI-331: Knowledge, Truth & Reality
L.PHI-333: Philosophy of God & Religion

POLITICS

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

Student Learning Outcomes - Politics	
1.	Basic Political Literacy—mastery of core political concepts
2.	Global Awareness—the ability to recognize and understand the ways in which global political dynamics, institutions, and ideas influence political life
3.	Normative Awareness—the ability to recognize and understand the inescapable moral dimensions of political life
4.	Intellectual Openness—the ability to recognize and understand a range of critical perspectives on political life
5.	Critical Thinking—the ability to analyze arguments, synthesize ideas, defend positions, and develop coherent and consistent lines of thought
6.	Group Work—the ability to effectively initiate, develop, and complete projects in collaboration with other students
7.	Written Communication—the ability to effectively communicate written ideas that are coherent, insightful, well-organized, grammatically correct, and supported by evidence
8.	Oral Communication—the ability to effectively communicate spoken ideas, in both formal presentations and informal discussions, that are coherent, insightful, well-organized, and supported by evidence

Requirements for the major in Politics (B.A.):

Students must complete a minimum of 18 politics credits at Loras College. Majors must have a minimum GPA of 2.3 (C+) in the major.

Req	Course	Cr's
1	L.POL-101: Issues in American Politics	3
2	L.POL-121: Issues in Global Politics	3
3	L.POL-131: Foundations of Western Political Thought	3
4	L.POL-489: Senior Seminar	3
Three of the following must be at the 300+ level		
5	Elective: Additional Politics course (at least one American Politics)	3
6	Elective: Additional Politics course (at least one Global Politics)	3
7	Elective: Additional Politics course (at least one Political Thought)	3
8	Elective: Additional Politics course (any group)	3
9	Elective: Additional Politics course (any group)	3
10	Elective: Additional Politics course (any group)	3
30 total required credits		

Requirements for the minor in Politics:

Students must complete a minimum of 12 politics credits at Loras College.

Req	Course	Cr's
-----	--------	------

Select one from Req 1		
1	L.POL-101: Issues in American Politics	3
1	L.POL-121: Issues in Global Politics	3
Two of the following must be at the 300+ level		
2	Elective: Additional Politics course (at least one American Politics)	3
3	Elective: Additional Politics course (at least one Global Politics)	3
4	Elective: Additional Politics course (at least one Political Thought)	3
5	Elective: Additional Politics course (any group)	3
6	Elective: Additional Politics course (any group)	3
18 total required credits		

AMERICAN POLITICS

L.POL-201: Campaigns & Elections
L.POL-202: Congress & the Presidency
L.POL-203: The Road to the White House
L.POL-204: State & Local Politics
L.POL-301: Constitutional Law: Federal Powers
L.POL-302: Constitutional Law: Civil Rights & Liberties
L.POL-303: Supreme Court Watch
L.POL-304: Identity Politics in America
L.POL-308: American Public Policy

GLOBAL POLITICS

L.POL-211: Comparative Politics
L.POL-215: Nationalism
L.POL-221: International Politics
L.POL-312: Latin American Politics & Society
L.POL-313: Middle Eastern Politics & Society
L.POL-314: Politics in the Developing World
L.POL-315: European Politics
L.POL-322: American Foreign Policy
L.POL-351: Comparative Environmental Politics-AC

INTRODUCTORY POLITICS

L.POL-101: Issues in American Politics
L.POL-121: Issues in Global Politics
L.POL-131: Foundations of Western Political Thought

POLITICAL THOUGHT

L.POL-232: American Political Thought
L.POL-233: Jurisprudence
L.POL-321: War and Pacifism-AV
L.POL-331: Political Thought & Contemporary Social Issues

SPECIAL

L.POL-241: Political & Social Themes in Film

L.POL-394: Internship

L.POL-395: Topics

L.POL-489: Senior Seminar

PSYCHOLOGY

Division of Teacher Education & Behavioral Sciences

Leonard Decker, Ph.D., Chair

Student Learning Outcomes – Psychology	
1.	Demonstrate a knowledge of psychological concepts & theories
2.	Exercise critical thinking skills applied to scientific methods relevant to psychology.
3.	Apply ethical standards to evaluate science/practice
4.	Demonstrate scientific writing, using APA style.
5.	Deliver effective presentations of information.
6.	Apply psychology to career goals

Requirements for the major in Psychology (B.A.):

To be eligible for admission to the psychology major students must receive a grade of C- or better in both L.PSY-101 and a foundational mathematics course. A 2.00 GPA in psychology courses completed at Loras College is required for a major. All psychology majors are also required to take a comprehensive examination in psychology during the semester in which they enroll in L.PSY-490. To maintain adequate progress toward a psychology major and to prepare for the psychology comprehensive, we strongly recommend that prospective psychology majors do the following: Take L.PSY-101 during the first year; L.PSY-211 and 212 in their second year and no later than the junior year; L.PSY-331 during the junior year; and L.PSY-490 during either the junior or senior year.

Students seeking to add psychology as a second major to an existing major may substitute the two course statistics and research methods sequence from their first major for L.PSY211 and L.PSY-212. Students need permission of the chair of the Division of Behavioral Sciences to take L.PSY-211, 212, or 490 at another institution. Majors pursuing a semester away from Loras College (e.g. study abroad) may schedule this semester any time from the second semester of the sophomore year to the second semester of the senior year; these students should consult with a psychology advisor to adjust their schedules accordingly. Career plans for psychology majors may include graduate school, business and industry (a business minor is strongly recommended), medical school, law school, teaching, or semiprofessional positions in a psychological setting or closely related fields.

Req	Course	Cr's
1	L.PSY-101: Introductory Psychology	3
2	L.PSY-211: Research Methods & Statistics I	4
3	L.PSY-212: Research Methods & Statistics II	4
4	L.PSY-331: Physiological Psychology	3
Select one from Req 5		
5	L.PSY-231: Sensation & Perception	3

5	L.PSY-332: Learning & Cognition	3
5	L.PSY-333: Motivation & Emotion	3
Select two from Req 6		
6	L.PSY-121: Developmental Psychology	3
6	L.PSY-221: Abnormal Psychology	3
6	L.PSY-244: Social Psychology	3
6	L.PSY-225: Personality-AI	3
7	Elective: Additional L.PSY elective	3
8	Elective: Additional L.PSY elective	3
9	Elective: Additional L.PSY elective	3
10	L.PSY-490: Senior Seminar & Portfolio-PJ	3
11	L.PSY-490E: Comprehensive Examination	0
35 total required credits		

Requirements for the minor in Psychology:

Students are recommended to take L.PSY-101 before taking any other psychology courses.

Req	Course	Cr's
1	L.PSY-101: Introductory Psychology	3
Select one from Req 2		
2	L.PSY-231: Sensation and Perception	3
2	L.PSY-331: Physiological Psychology	3
2	L.PSY-332: Learning & Cognition	3
2	L.PSY-333: Motivation & Emotion	3
Select one from Req 3		
3	L.PSY-121: Developmental Psychology	3
3	L.PSY-221: Abnormal Psychology	3
3	L.PSY-244: Social Psychology	3
3	L.PSY-225: Personality-AI	3
4	Elective: Additional L.PSY elective	3
5	Elective: Additional L.PSY elective	3
6	Elective: Additional L.PSY elective	3
18 total required credits		

PUBLIC RELATIONS

Division of Communication & Fine Arts

Craig Schaefer, M.A., Chair

Student Learning Outcomes – Public Relations	
1.	Deliver oral presentations that communicate ideas and information in order to influence diverse audiences.
2.	Demonstrate skills and knowledge necessary for formal academic writing.
3.	Construct written artifacts appropriate to, and essential for the Public Relations profession.
4.	Apply the principles, practices, and strategic skills of Public Relations that affect organizations, stakeholders, media and various publics.
5.	Perform roles and functions associated with effective group communication.

Requirements for the major in Public Relations (B.A.):

A minimum grade of B- is required in L.COM-202 for all public relations majors. A minimum grade of a C must be received in L.COM-131 and L.COM 485. A 2.25 cumulative grade point average is required in all other required courses submitted to the major and/or minor. If the minimum is not achieved, the student must retake the course the next time it is offered.

Req	Course	Cr's
1	L.COM-131: Introduction to Mass Communication	3
2	L.COM-190: Communication Theory	3
3	L.COM-201: Principles of Public Relations	3
4	L.COM-202: PR Writing	3
5	L.COM-204: Organizational Communication	3
6	L.COM-264: Desktop Publishing	3
7	L.COM-351: Advanced PR Writing	3
8	L.COM-380: Persuasion	3
9	L.COM-454: Public Relations Case Studies	3
10	L.COM-485: Communication Research	3
11	L.COM-490: Public Relations Senior Seminar- PJ	3
12	L.BUS-240: Principles of Marketing	3
13	L.BUS-346: Advertising/Marketing Communication	3
Select one from Req 14		
14	L.COM-158: Introduction to TV Production	3
14	L.COM-164: Digital Imaging	3
14	L.COM-290: Communication Management	3
14	L.COM-390: Media Criticism	3
14	L.COM-393: Communication Law	3
14	L.BUS-343: Marketing Management	3
14	L.BUS-348: International Marketing	3
14	L.BUS-349: Consumer Behavior	3
14	L.ENG-278: Grant and Proposal Writing	3
14	L.ENG-279: Writing for New Media	3
14	L.POL-201: Campaigns & Elections	3

14	L.SMG-468: Sport Marketing & Promotions	3
42 total required credits		

Requirements for the minor in Public Relations:

A minimum grade of C is required in L.COM-131. A 2.25 cumulative grade point average is required in all other required courses submitted to the major and/or minor. If the minimum is not achieved, the student must retake the course the next time it is offered.

Req	Course	Cr's
1	L.COM-131: Introduction to Mass Communication	3
2	L.COM-190: Communication Theory	3
3	L.COM-201: Principles of Public Relations	3
4	L.COM-202: Public Relations Writing	3
5	L.COM-380: Persuasion	3
Select one from Req 6		
6	L.COM-204: Organizational Communication	3
6	L.COM-264: Desktop Publishing Communication	3
6	L.COM-351: Advanced Public Relations Writing	3
6	L.COM-454: Public Relations Case Studies	3
6	L.BUS-240: Principles of Marketing	3
6	L.BUS-346: Advertising/Marketing Communication	3
18 total required credits		

RELIGIOUS STUDIES AND THEOLOGY

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

The religious studies and theology program emphasizes three areas of study: theological studies, biblical studies, and moral studies. Students are encouraged to take courses in the 200s between their second and fifth semesters, and courses in the 300s between their sixth and eighth semesters. 400 level courses are designed for majors only.

Student Learning Outcomes – Religious Studies and Theology	
1.	Students are able to explain and reflect critically on important elements of religious tradition(s) using key facts, definitions, and vocabulary.
2.	Students are able to apply basic methods of research such as the ability to access, gather, and organize information from primary sources.
3.	Students are able to identify different theological approaches to key concepts, themes, and practices of religious life.
4.	Students are able to use theology to interpret religious beliefs and practices within the contemporary world.

Requirements for the major in Religious Studies (B.A.):

Req	Course	Cr's
1	L.REL-112: An Introduction to Theology and Religious Studies	3
2	L.REL-301: Foundations of Ethics	3
3	L.REL-399: Religious Studies & Theology Process Writing	1

Select one from Req 4		
4	L.REL-250: Introduction to the Old Testament	3
4	L.REL-252: God's Literature-AA	3
Select one from Req 5 (Theological Studies)		
5	L.REL-115: Introduction to Peace and Justice	3
5	L.REL-210: World Religions	3
5	L.REL-212: Roman Catholic Sacred Space	3
5	L.REL-213: Foundations for Ministry	3
5	L.REL-214: Islam in America	3
5	L.REL-216: Catholic Church in Latin America	3
5	L.REL-235: Science, Faith, and Knowledge	3
5	L.REL-260: Communication for Communion-AC	3
5	L.REL-261: Christ and Culture-AC	3
5	L.REL-262: Little Less than a God-AC	3
5	L.REL-263: Martyrs, Mendicants and Masterpieces-AC	3
5	L.CTL-274: All for one-AI (*only if clustered with CTL-277)	3
5	L.REL-316: Pilgrims in Their Own Land-AI	3
5	L.REL-318: Councils Creeds and Culture-AC	3
5	L.REL-320: Sacraments: Catholic Identity in Community-AI	3
5	L.REL-325: Roman Catholic Liturgical Music in Theology & Practice	3
5	L.REL-335/CTL-277: Belief, Unbelief & the Good Life-AV	3
5	L.REL-391: The Catholic Heritage	3
Select one from Req 6 (Biblical Studies)		
6	L.REL-113: Introduction to the Bible	3
6	L.REL-239: Jesus and the Gospels	3
6	L.REL-250: Introduction to the Old Testament; if not taken above	3
6	L.REL-252: God's Literature-AA; if not taken above	3
6	L.REL-310: Biblical Prophets-AC	3
6	L.REL-350: Bible and Literature	3
6	L.REL-354: Seminar on the Letters of St. Paul	3
Select one from Req 7 (Moral Studies)		
7	L.REL-271: Catholic Social Teachings	3
7	L.REL-272: Christian Sexual Morality-AV	3
7	L.REL-345: Issues in Christian Ethics-AV	3
7	L.REL-348: Social Justice Practicum	3
8	Additional L.REL Elective	3
9	Additional L.REL Elective	3
10	Additional L.REL Elective	3
11	Additional L.REL Elective	3
Select one from Req 12 (Capstone)		
12	L.REL-491: Thesis Writing	3
12	L.REL-493: Practicum in Parish Ministry	3
34 total required credits		

*Majors must enroll in the section of L.LIB-305 offered to CTL students unless they have a second major that embeds the Portfolio (PJ) general education requirement.

Majors wishing to graduate with a concentration of coursework in the area of ministry must complete the major including the following eight courses:

1. L.REL-112: Intro to Theology and Religious Studies
2. L.REL-213: Foundations for Ministry
3. L.REL-250: Introduction to the Old Testament OR
L.REL-252: God’s Literature-AA
4. L.REL-301: Foundations of Ethics
5. L.REL-271: Catholic Social Teaching
6. L.REL-239: Jesus and the Gospels OR
L.REL 350: Bible and Literature
7. L.REL-320: Sacraments: Catholic Identity in Community-AI OR
L.REL 318: Councils, Creeds, and Culture
8. L.REL-493: Practicum for Parish Ministry

Requirements for the minor in Religious Studies:

Req	Course	Cr's
1	L.REL-112: An Introduction to Theology & Religious Studies	3
Select one from Req 2		
2	L.REL-250: Introduction to the Old Testament	3
2	L.REL-252: God's Literature-AA	3
3	L.REL-301: Foundations of Ethics	3
4	Additional L.REL Elective	3
5	Additional L.REL Elective	3
6	Additional L.REL Elective	3
18 total required credits		

BIBLICAL STUDIES

- L.REL-113: Introduction to the Bible
- L.REL-239: Jesus & the Gospels
- L.REL-250: Introduction to the Old Testament
- L.REL-252: God’s Literature-AA
- L.REL-310: Biblical Prophets-AC
- L.REL-350: Bible & Literature
- L.REL-354: Seminar on the Letters of St. Paul

MORAL STUDIES

- L.REL-271: Catholic Social Teachings
- L.REL-272: Christian Sexual Morality-AV
- L.REL-301: Foundations of Ethics
- L.REL-345: Issues in Christian Ethics-AV
- L.REL-348: Social Justice Practicum

SPECIAL, ADVANCED AND INDEPENDENT STUDIES

- L.REL-295: Topics
- L.REL-395: Topics
- L.REL-397: Independent Study: Arranged Course
- L.REL-398: Independent Study: Empirical Research
- L.REL-399: Religious Studies & Theology Process Writing
- L.REL-491: Thesis Writing
- L.REL-493: Practicum in Parish Ministry
- L.REL-498: Independent Study: Directed Readings

THEOLOGICAL STUDIES

- L.REL-112: Introduction to Theology & Religious Studies
- L.REL-115: Introduction to Peace and Justice
- L.REL-210: World Religions
- L.REL-212: Roman Catholic Sacred Spaces
- L.REL-213: Foundations for Ministry
- L.REL-214: Islam in America
- L.REL-216: The Catholic Church in Latin America
- L.REL-235: Science, Faith, and Knowledge (cross-listed as L.PHI-235)
- L.REL-260: Communication for Communion (cross-listed as L.CTL 260)
- L.REL-262: Little Less Than a God (cross-listed as L.CTL 262)
- L.REL-263: Martyrs, Mendicants and Masterpieces (cross-listed as L.CTL 263)
- L.REL-261: Christ & Culture-AC
- L.CTL-274: All for One-AI (*only if clustered with CTL-277)
- L.REL-316: Pilgrims in Their Own Land-AI
- L.REL-318: Councils, Creeds & Culture-AC
- L.REL-320: Sacraments: Catholic Identity in Community-AI
- L.REL-325: Roman Catholic Liturgical Music in Theology & Practice-AA
- L.REL-355/CTL-277: Belief, Unbelief & the Good Life-AV
- L.REL-391: The Catholic Heritage

SOCIAL WORK

Division of Teacher Education & Behavioral Sciences

Leonard Decker, Ph.D., Chair

The Loras social work program provides a supportive learning community that graduates competent, ethical, value-based, generalist social work practitioners who critically use their liberal arts background in service to others. Working with and in partnering agencies, students, grounded in empowerment, actively learn knowledge values and skills, reflect upon those through opportunities in and outside the classroom, adopt and adhere to ethical approaches with diverse populations, and contribute responsibly to an ever-growing and changing world.

Social Work Program Rationale:

The undergraduate social work major instills the values, ethics, practice strategies, communication, diversity and knowledge required for students to become effective generalist social workers. The Loras College social work program connects the theoretical and conceptual contribution of the classroom with the practice setting in several ways throughout the four-year curriculum.

The program is accredited by the Council on Social Work Education. Course requirements for the major usually require six semesters for completion. The social work program handbook, which further specifies program requirements, is given to students applying for formal acceptance into the program.

The social work program provides students with a liberal arts background and a strong knowledge base in generalist social work practice. Students may select opportunities to study and practice in child and family welfare, mental health, medical social work, substance abuse, legislation and policy, probation and parole, and many other fields. Additionally, graduates qualify for advanced standing in many Masters of Social Work (MSW) programs.

Senior Performance Requirement (Field Instruction)

As the capstone of their education, senior social work students complete 420 hours of actual social work practice in a social service agency. Students have a choice in completing their field instruction hours. A student can complete field part time over two semesters registering the first semester for L.SCW-446 (4.5 hours) and the second L.SCW-447 (4.5 hours), although most students complete a block placement of 9 credit hours during one semester under L.SCW-448 during the last semester of their senior year. The following are some of the agencies providing field instruction experience for social work students:

Department of Human Services
 Juvenile Court Services
 Mercy Medical Center
 School Liaison Services
 Hills and Dales
 Lutheran Services of Iowa
 Stonehill Care Center

Department of Correctional Services
 Hillcrest Family Services
 Project Concern
 Big Brother/Big Sister Program
 Multicultural Family Center
 Domestic Violence Shelter and Program
 Riverview Sexual Assault Program

Student Learning Outcomes – Social Work
1. Identify as a Professional Social Worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Requirements for the major in Social Work (B.A.):

In order to apply for a major in social work, the student completes L.SCW-130: Introduction to Social Welfare, submits a formal application, letters of recommendation and completes a program interview. Students apply to the program while enrolled in L.SCW-231: Human Behavior in

the Social Environment. A minimum 2.3 (C+) grade is required to pass major courses and continue to the next course in sequence.

Req	Course	Cr's
1	L.PSY-101: Introductory Psychology	3
2	L.SOC-115: Introduction to Sociology	3
3	L.SCW-130: Introduction to Social Welfare	3
Select one from Req 4 (Human Systems)		
4	L.BIO-260: Human Anatomy and Physiology-AH	4
4	L.PSY-221: Abnormal Psychology	3
4	L.PSY-225: Personality-AI	3
4	L.PSY-285: Drugs & Human Behavior-AH	3
Select one from Req 5 (Culture)		
5	L.EDU-265: Multicultural Education-AC	3
5	L.SCW-265: Cultural Competency in Practice-AC	3
5	L.SOC-250: Aryan Societies-AC	3
5	L.SOC-254: Race & Ethnicity-AC	3
5	L.SOC-390: Social Inequality	3
5	L.PSY-278: Cross Cultural Psychology	3
5	L.HIS-235: Race and Gender Reform	3
5	L.SOC-310: Cultural Analysis	3
5	L.EXP-240: Global Service Learning	3
Select one from Req 6 (Interest)		
6	L.BUS-230: Principles of Management	3
6	L.BUS-240: Principles of Marketing	3
6	L.CRJ-120: Introduction to Criminal Justice	3
6	L.ECO-221: Principles of Microeconomics	3
6	L.ECO-222: Principles of Macroeconomics	3
6	L.COM-131: Intro to Mass Communication	3
6	L.COM-210: Principles of Public Relations	3
6	L.POL-101: Issues in American Politics	3
6	L.POL-121: Issues in Global Politics	3
6	L.HIS-453: The Great Depression and New Deal	3
7	L.SCW-231: Human Behavior and Social Environment	3
8	L.SCW-344: Social Policy: Formulation and Analysis	3
9	L.SCW-***: Any additional Social Work Elective	3
10	L.SCW-***: Any additional Social Work Elective	3
11	L.SCW-346: Social Work Practice I	3
12	L.SCW-347: Social Work Practice II	3
13	L.SCW-348: Social Work Practice III	3
Select one from Req 14a and one from Req 14b, or both from Req 14c		
14a	L.CRJ-323: Research Methods in Criminal Justice	3
14a	L.SCW-345: Social Work Research	3
14a	L.SOC-332: Research Methods and Methodology	3

14b	L.BIO-274: Experimental Design and Biostatistics-AH	3
14b	L.BUS-250: Business Statistics	3
14b	L.MAT-115: Statistics-FM	4
14b	L.MAT-220: Introduction to Probability & Statistics	3
14b	L.SOC-333: Statistical Analyses	3
14c	L.PSY-211: Research Methods & Statistics I	4
14c	L.PSY-212: Research Methods & Statistics II	4
Select two from Req 15a, or Req 15b		
15a	L.SCW-446: Social Work Field Instruction	4.5
15a	L.SCW-447: Social Work Field Instruction	4.5
15b	L.SCW-448: Field Instruction & Portfolio-PJ	9
54 to 63 total required credits		

SOCIOLOGY

Division of Philosophical, Religious, Theological, Social & Cultural Studies

Richard Anderson, Ph.D., Chair

Student Learning Outcomes - Sociology	
1.	Students will demonstrate an understanding of the sociological imagination.
2.	Students will apply sociological theory to real-world issues.
3.	Students will write a literature review that demonstrates an ability to synthesize sociological research.
4.	Students will write a literature review that demonstrates an ability to interpret theory.
5.	Students will select and use an appropriate method for the research problem.
6.	Students will properly interpret, discuss, and present results.

Requirements for the major in Sociology (B.A.):

Students completing a major in sociology must complete a minimum of 15 credits in Sociology numbered 300 or above. Students in sociology may transfer up to 12 credits toward the Sociology major from another institution. Students may take L.CRJ-323 to meet the L.SOC-332 requirement, or take L.PSY-211 and L.PSY-212 to meet the L.SOC-332 and L.SOC-333 requirement.

Please note: No more than six (6) hours of previously cross-listed L.CRJ or L.SOC courses can count toward major or minor (L.CRJ-252, L.CRJ-253, L.CRJ-320).

Req	Course	Cr's
Select one from Req 1		
1	L.SOC-101: Sociology in Action	3
1	L.SOC-115: Introduction to Sociology	3
2	L.SOC-332: Research Methods and Methodology	3
3	L.SOC-333: Statistical Analyses	3

4	L.SOC-336: Classical Sociological Theory	3
5	L.SOC-490: Senior Seminar	3
6	Elective: Additional Sociology course	3
7	Elective: Additional Sociology course	3
8	Elective: Additional Sociology course	3
9	Elective: Additional Sociology course	3
10	Elective: Additional Sociology course	3
30 total required credits		

Requirements for the minor in Sociology:

Req	Course	Cr's
Select one from Req 1		
1	L.SOC-101: Sociology in Action	3
1	L.SOC-115: Introduction to Sociology	3
One of the following must be at the 300+ level		
2	Elective: Additional Sociology course	3
3	Elective: Additional Sociology course	3
4	Elective: Additional Sociology course	3
5	Elective: Additional Sociology course	3
6	Elective: Additional Sociology course	3
18 total required credits		

SPANISH

Division of Language & Literature

Kevin Koch, Ph.D., Chair

Placement Guidelines for Spanish

All incoming students who plan to enroll in a Spanish course must take the online Spanish placement exam. Transfer students who have taken Spanish at another college or university are exempt from the exam. The Admission office will provide new first-year and transfer students with the placement exam information prior to orientation and registration. Current students should contact a member of the Spanish faculty to make arrangements to take the placement exam prior to registering for any Spanish course.

Study Away Programs

Study in another country is a vital component of the language student's college experience. There are many opportunities for Loras students to study outside the U.S. for a semester, a summer or a full academic year. Such study greatly enhances a student's skills in the target language and brings the student into direct contact with another country's culture(s). The Division of Language & Literature strongly encourages its students to participate in such programs.

All credits from Loras sponsored semester study abroad programs will automatically transfer back to the College. In order to apply credit from courses taken in a non-Loras sponsored study abroad program (semester or summer) students must obtain PRIOR written approval from a Spanish faculty

member and must receive approval from the Study Abroad Coordinator in the Center for Experiential Learning.

Students may not apply more than 12 of the 30 credits required for the Spanish major, nor more than 6 of the 18 credits required for the Spanish minor, from courses taken through study abroad (not including January Term courses). Study abroad credits will count as L.SPA-300 and L.SPA-400 level elective credits or SPA-280. Additionally, courses can count as course equates as approved by the Program Manager.

Student Learning Outcomes – Spanish	
1.	Students demonstrate speaking and writing skills in the target language consistent with the Advanced levels as defined by the American Council on the Teaching of Foreign Languages.
2.	Analyze the cultural and literary products of the Spanish speaking world in order to evaluate the historical, social, economic and political forces that shape these societies.
3.	Examine the validity of one’s own cultural beliefs, behaviors and norms by contrasting and comparing them with those of the target cultures.
4.	Conduct independent, scholarly research by integrating, comparing, and evaluating ideas and materials from various critical, cultural and literary sources and applying this research orally and in writing.

Requirements for the major in Spanish (B.A.):

Students must obtain a final course grade of C or better in each core sequence course of L.SPA-210, L.SPA-220, L.SPA-270, and L.SPA-280 and satisfy all prerequisites in order to proceed through the sequence. Depending on placement, students may begin the major at any point in the following Spanish course sequence as long as they satisfy all prerequisites, but **must complete equivalent credits if placed above L.SPA-210**. Only one L.SPW course offered in English may be applied to the major, this does not include international January Term courses with the SPW prefix. No more than 12 credits from study away may be applied to the major. Study abroad credits will count as L.SPA-300 and L.SPA-400 level elective credits.

Req	Course	Cr's
1	L. SPA-210: Intermediate Spanish I	3
2	L.SPA-220: Intermediate Spanish II	3
3	L.SPA-270: Advanced Communicative Modes	3
4	L.SPA-280: Critical Analysis	3
Select one from Req 5		
5	L.SPA-350: El Mundo Hispano	3
5	L.SPA-360: Major Writers	3
Select one from Req 6		
6	L.SPA-450: Topics in Culture and Civilization	3
6	L.SPA-460: Themes in Literature	3
7	Electives: Three additional L.SPA 200 or above	9
8	Electives: One additional L.SPA 200 or above, or one L.SPW course	3
9	Elective: One additional L.SPA 400 or above	3
10	L.SPA-490: Senior Seminar & Portfolio-PJ	3
30 total required credits		

Requirements for the minor in Spanish:

Students must obtain a final course grade of C or better in core sequence courses that are applied to the minor (L.SPA-210, L.SPA-220, L.SPA-270, and L.SPA-280). Depending on placement, students may begin the minor at any point in the Spanish course sequence as long as they satisfy all prerequisites. Only two L.SPW courses offered in English may be applied to the minor, this does not include international January Term courses with the SPW prefix. No more than six (6) credits from study away may be applied to the minor.

Req	Course	Cr's
1	Elective: One L.SPA course	3
2	Elective: One L.SPA course	3
3	Elective: One L.SPA course	3
4	Elective: One L.SPA course	3
5	Elective: One L.SPA course	3
6	Elective: One L.SPA or L.SPW course	3
18 total required credits		

SPORT MANAGEMENT**Francis J. Noonan School of Business**

James Padilla, J.D., Dean

Please Note:

Students must get PRIOR written permission to transfer in credit once they have matriculated at Loras. Students wishing to take a summer school class on another campus must get written permission from the Dean of the School of Business or their designee BEFORE taking the class. If a student has taken courses on other campuses and then transfers to Loras the Dean of the School of Business or their designee may make a determination of those transfer credits.

Students should complete their major's math requirement (L.MAT-115 or higher) by the end of their sophomore year.

Student Learning Outcomes – Sport Management
1. Demonstrate an understanding of social, psychological, and international foundations of sport.
2. Demonstrate knowledge of the management of sport including operations, event, and governance.
3. Critique sport management decisions using ethical justifications including Catholic Social Teachings.
4. Demonstrate an understanding of sport marketing, sales, and sponsorship.
5. Examine finance, accounting, economic, and data analytic practices in the sport industry.
6. Demonstrate knowledge of the legal aspects of sport.

Requirements for the major in Sport Management (B.A.):

A student must be accepted into the major via an application and interview process and a student must earn a C or higher in all SMG-prefix courses to graduate.

Req	Course	Cr's
1	L.MAT-115+: Statistics-FM or higher	4
2	L.ACC-227: Managerial Accounting	3
3	L.BUS-230: Principles of Management	3
4	L.BUS-350: Managerial Finance	3
5	L.SMG-150: Introduction to Sport Management	3
6	L.SMG-240: Sport & Society	3
7	L.SMG-290: Sport Governance	3
8	L.SMG-345: Sport Facility & Event Management	3
9	L.SMG-367: Sport Law	3
10	L.SMG-422: Sport Sales & Sponsorship	3
11	L.SMG-450: Sport Finance & Revenue Management	3
12	L.SMG-468: Sport Marketing & Promotions	3
13	L.SMG-492: Level 3 Pre-Prof. Field Exp. in Sport Management	6 to 12
Select one from Req 14		
14	L.ECO-221: Principles of Microeconomics	3
14	L.ECO-222: Principles of Macroeconomics	3
Select one from Req 15		
15	L.BUS-331: Organizational Behavior	3
15	L.BUS-335: Human Resource Management	3
Select six credits from Req 16		
16	L.BAN-210: Essentials of Analytics	3
16	L.BUS-250: Business Statistics	3
16	L.COM-330: Business Speaking & Writing	3
16	L.ECO-221: Principles of Microeconomics	3
16	L.ECO-222: Principles of Macroeconomics	3
16	L.SMG-225: Sport Business	3
16	L.SMG-294: Sport Management Level 2 Internship	3
60 to 67 total required credits		

TEACHER EDUCATION**Division of Teacher Education & Behavioral Sciences**

Leonard Decker, Ph.D., Chair

Student Learning Outcomes
1. InTASC Standard 1: Learner Development
2. InTASC Standard 2: Learning Differences
3. InTASC Standard 3: Learning Environments
4. InTASC Standard 4 : Content Knowledge

Student Learning Outcomes
5. InTASC Standard 5: Applications of Content
6. InTASC Standard 6: Assessment
7. InTASC Standard 7: Planning for Instruction
8. InTASC Standard 8: Instructional Strategies
9. InTASC Standard 9: Professional Learning and Ethical Practice
10. InTASC Standard 10: Collaboration

The Teacher Education Program offers more than twenty licensure and endorsement programs in Early Childhood, Elementary, Secondary, and Instructional Strategist K-8 (Special Education). In these programs, students will meet and work with a blended faculty of full-time professors and outstanding practitioners from area schools and agencies.

All Loras College Teacher Education programs incorporate a mediated and supported induction into the profession of teaching in the form of multiple Teacher Education program partnerships with area schools, including participation in Professional Development Schools at both the elementary and secondary levels prior to student teaching. These experiences offer students opportunities to work with partner faculty in their classrooms and other settings and provide the chance to develop skills prior to student teaching.

Beginning in their first education course, students demonstrate their knowledge, skills, and dispositions based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards. All courses throughout the program set the foundation for the cumulative digital employment portfolio, which is finalized during student teaching.

Accreditation of the Teacher Education Program

The Teacher Education Program is approved by the State of Iowa and holds membership in the Iowa Association of Colleges for Teacher Education.

Teacher Licensure Programs

Students must work closely with their advisors and the licensure officer in designing an appropriate program of study. All professional education courses that support the various teaching specializations are offered through the Teacher Education Program. The following table lists State of Iowa approved teaching licensure programs available at Loras College.

Codes	Endorsements	Grade Level
	Elementary Core Courses	K-6
	Secondary Core Courses	5-12
100	Teacher – Birth Through Grade Three, Inclusive Settings	PK-3
102	Teacher – Elementary Classroom	K-6
119	English/Language Arts	K-8
120	English/Language Arts	5-12
133	Spanish	K-8
134	Spanish	5-12
142	Mathematics	K-8

143	Mathematics	5-12
144	Music	K-8
145	Music	5-12
148	Reading	K-8
151	Science-Biological	5-12
152	Science-Chemistry	5-12
156	Science-Physics (2nd endorsement)	5-12
157	Social Science-Am Government	5-12
158	Social Science-Am History	5-12
162	Social Science-History	K-8
163	Social Science-Psychology (2nd endorsement)	5-12
164	Social Science-Social Studies	K-8
165	Social Studies-Sociology (2nd endorsement)	5-12
166	Social Sciences-World History	5-12
186	All Social Sciences	5-12
260	Instructional Strategist I: Mild/Mod	K-8

Admission & Retention Policies & Procedures

The Teacher Education Program screens all students applying for and retained in its programs and advises students to modify their career goals when necessary. Students should submit applications to the Teacher Education Program no later than the end of their sophomore year; otherwise an above average course load or additional semesters may be necessary. The initial “Application for Admission to Teacher Education” is generally submitted after students have successfully completed L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education, PSY 121 Developmental Psychology and the Praxis Core basic skills test. Loras programs are aligned with Iowa licensure requirements. ***Students seeking licensure outside of Iowa should contact the teacher licensing authority in the respective state to determine current licensure and testing requirements.***

In order to enroll in Developing Level Education courses beyond L.EDU-200, L.EDU-205, L.EDU-221, L.EDU-222, L.EDU-223, and L.EDU-260, a student must have on record **passing scores** on the Praxis Core basic skills test and either (a) have previously received admission to Teacher Education, (b) be currently enrolled in L.EDU-200 at the time of registration, or (c) have had his or her academic advisor gain special approval from the Screening Committee for enrollment in a Developing Level education course. (During college recesses the Program Director may act on the request).

Probationary Period

Admission to the Teacher Education Program requires a GPA of 2.75 which must be maintained until graduation. If a student’s GPA falls below this minimum requirement after admission one probationary semester will be allowed to achieve the required GPA.

Conduct Policy

When students violate the Loras College student conduct code or any laws, particularly those related to drug, alcohol or child safety, they fail to model the professional dispositions associated with teaching. As a result, the Teacher Education Program will suspend any student from field work (course or non-course related) at least until the infraction has been adequately addressed/resolved. The Teacher Education Program may choose to take additional action beyond suspending the student

from the field. Suspension from the field may negatively impact a student's course grade, result in the student needing to drop education courses, and/or may impede continued progress in the Teacher Education Program.

Admission Categories

Admission: To the student who meets and maintains all admission requirements.

Admission Denied: To the student whose deficiencies in admission criteria do not indicate a readiness to be successful in the program.

Admission Revoked: To the student who has failed to maintain or progress in meeting all admission requirements and/or violated the standards of professional conduct and ethical behavior.

Student Teaching Admission Pending: To the student who has met and maintained admission requirements, is making adequate progress towards major and endorsement requirements, and has submitted the application for Student Teaching by March 1st of the academic year prior to Student Teaching.

Student Teaching Admission: To the student who has met and maintained admission requirements and has satisfactorily completed all Introducing and Developing Level professional education courses, as well as required courses in the teaching major (if any), by the conclusion of the semester prior to the semester in which he or she intends to student teach.

Admission Requirements

To receive and maintain *admission* to the Teacher Education Program, a student must:

1. have on record passing scores on a standardized test of basic academic skills (the Teacher Education Program uses the Praxis Core administered by ETS);
2. have a cumulative grade point average of not less than 2.75 in all coursework attempted;
3. declare a major with the Office of the Registrar, and declare specific teaching endorsement(s);
4. complete the online "Application for Admission to Teacher Education";
5. complete L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education; L.PSY 121 Developmental Psychology, and any other professional education courses attempted with a grade not less than a C (2.0);
6. document completion of VIRTUS training;
7. have a clean conduct record;
8. be cleared by the Iowa Department of Human Services Child Abuse Registry or other background check;
9. complete each course attempted in the major, professional education sequence, and teaching endorsement with a grade not less than a C (2.0);
10. complete specified college-level courses in the following areas with a grade not less than a C (2.0): 3 credit hours of College Writing, Public Speaking (oral communication), and FM - Mathematical Modeling (for 5-12 licensure fields) or Mathematics for Elementary Teachers I and II (for K-6 licensure fields only); and
11. gain approval of the Teacher Education Program Screening Committee (which includes a review of the student's growth in the professional dispositions, the student's fieldwork evaluations, and conduct record at the College).

Student Teaching Admission Requirements

To gain admission to student teaching, a student must submit his/her application by March 1st in the year preceding the year in which he/she plans to student teach, and receive approval from the Teacher Education Program Screening Committee. Student teaching is a full-time experience and so students may not be enrolled in courses during the student teaching semester beyond L.EDU-490: Capstone and Portfolio.-PJ

To be eligible for consideration for student teaching admission, the student must:

1. attain and maintain all of the requirements for admission;
2. complete 89 semester hours prior to the beginning of the student teaching semester, with a cumulative grade point average of at least 2.75;
3. complete the appropriate prerequisite professional education courses for student teaching, including all Introducing and Developing :Level courses;
4. complete each course in the content major prior to student teaching, with a grade no less than C (2.0);
5. complete the general education courses required for licensure with a grade no less than C (2.0);
6. submit verified logs of hours to total 80 or 100 hours as required by endorsement area for licensure;
7. demonstrate personal and professional attributes consistent with that of a classroom practitioner;
8. have a clean conduct record;
9. complete the online "Application for Admission to Student Teaching" by March 1; and
10. receive approval of the Screening Committee.

Requirements for Recommendation for Iowa Licensure

In order to be eligible for licensure from the State of Iowa Board of Educational Examiners, a student must:

1. Submit electronic licensure application and fees to the Iowa Board of Educational Examiners (BOEE) during the semester of student teaching.
2. Pass the FBI background check by submitting fingerprints to the BOEE.
3. Have an overall cumulative grade point average of not less than 2.75.
4. Earn a grade of not less than a C (2.0) in each *course required for professional education core and teaching endorsement(s)*.
5. Acquire a core of liberal arts knowledge including, but not limited to, mathematics, natural sciences, social sciences, and humanities. For those having enrolled as first year students at Loras College, this requirement must be met by completing the College's general education curriculum with a grade of at least C in each course that meets licensure requirements. For those enrolling as transfer students, the requirement can be met by completing courses with a grade of not less than a C (2.0) in: English composition, developmental psychology, communication arts, mathematics, literature, U.S. history or U.S. government, biological sciences or physical sciences.
6. Present a passing score on the Praxis II exam in both content and pedagogy.
7. Meet all institutional graduation requirements.
8. Successfully complete the portfolio requirement.
9. Receive the recommendation of the Licensure Officer.

Attainment of all course, program, and graduation requirements must be verified by an official Loras College transcript. Conviction for any criminal offense other than traffic violations may be sufficient grounds for the Iowa Board of Educational Examiners to delay or deny licensure.

Admission to Teacher Education for Individuals Holding a Bachelor’s Degree An individual who wishes to pursue teaching licensure and holds a bachelor degree from a regionally accredited institution must initially seek admission as a teacher licensure student.

Advising First Year Students

Students typically do not begin coursework in the Teacher Education Program until their second or third semester. The Teacher Education Program advises students interested in Teacher Education to meet the following requirements during the first year:

1. Foundational general education courses with no grade lower than a C (2.0) in the following courses:
 - a) College Writing
 - b) Public Speaking
 - c) Mathematical Modeling (L.LIB-112, Survey of Math Models-FM or above for Secondary Education majors);
 - d) L.MAT-110 and L.MAT-111 Math for K-8 Teachers I and II for Elementary Education majors
 - e) Catholic Traditions
 - f) Developmental Psychology (which includes the age range for which the teaching license is being sought)
2. Additional courses that are appropriate for first year students pursuing an elementary education major including: L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education, L.EDU-221 Learning Environment and Collaborations, and for those pursuing an endorsement in early childhood special education (Birth Through Grade Three Inclusive Settings), L.EDU-222 Foundations of Early Childhood Education.
3. Achieve passing scores on a standardized test of basic academic skills. The Teacher Education Program uses the Praxis Core published by ETS.

Requirements for the major in Elementary Education (B.A.):

Students seeking licensure at the elementary level must also complete at least one teaching endorsement.

Req	Course	Cr's
1	L.EDU-200: Foundations of Education	3
2	L.EDU-205: Foundations of Inclusive Education	3
3	L.PSY-121: Developmental Psychology	3
Select one from Req 4		
4	L.EDU-203: Teaching for Social Justice	3
4	L.EDU-265: Multicultural Education-AC	3
5	Elective: Any science course beyond general education requirement	3

6	L.MAT-110: Math for K-8 Teachers I	4
7	L.MAT-111: Math for K-8 Teachers II-FM	4
8	L.EDU-221: Learning Environment & Collaborations	3
9	L.EDU-230: Children's & Young Adult Literature-AA	3
10	L.EDU-232: Curriculum & Instruction in PE, Health & Wellness	1
11	L.EDU-233: Curriculum & Instruction in Performing Arts	1
12	L.EDU-234: Curriculum & Instruction in Visual Arts	1
13	L.EDU-335: Social Studies Curriculum & Instruction	3
14	L.EDU-336: Science Curriculum & Instruction	3
15	L.EDU-331: Curriculum & Instruction in Language Arts	3
16	L.EDU-332: Beginning Reading	3
17	L.EDU-333: Curriculum & Instruction in Mathematics	3
18	L.EDU-334: Intermediate Clinical	1
19	L.EDU-337: Reading Across the Curriculum	3
20	L.EDU-340: Differentiated Instruction, Grades K-6	3
21	L.EDU-432: Student Teaching in the Elementary School	10
22	L.EDU-490: Capstone Seminar & Portfolio-PJ	2
66 total required credits		

Requirements for the major in Secondary Education (B.A.):

Students seeking licensure at the secondary level must also complete an academic major outside of Education in an approved content area. All prospective secondary teachers are strongly advised to enroll in L.ENG-391 Language, Theory and Teaching of Writing. Students should consult with their content advisor regarding specific teaching major requirements.

Req	Course	Cr's
1	L.EDU-200: Foundations of Education	3
2	L.EDU-205: Foundations of Inclusive Education	3
3	L.PSY-121: Developmental Psychology	3
Select one from Req 4		
4	L.EDU-203: Teaching for Social Justice	3
4	L.EDU-265: Multicultural Education-AC	3
5	L.EDU-339: Differentiated Instruction, Grades 5-12	2
6	L.EDU-350: General Secondary Curriculum & Instruction	3
7	L.EDU-350L: Intermediate Clinical, Grades 5-12	1
Select one from Req 8		
8	L.EDU-352: Special Secondary Curriculum/Methods-English	3
8	L.EDU-353: Special Secondary Curriculum/Methods-Mathematics	3
8	L.EDU-354: Special Secondary Curriculum/Methods-Science	3
8	L.EDU-355: Special Secondary Curriculum/Methods-Social Studies	3
8	L.EDU-356: Special Methods Spanish, K-8 & 5-12	3
9	L.EDU-357: Reading in the Middle & Secondary School	3
10	L.EDU-452 : Student Teaching in Secondary School	10
11	L.EDU-490: Capstone Seminar & Portfolio-PJ	2
36 total required credits		

COURSE DESCRIPTIONS

ACCOUNTING

L.ACC-227: Managerial Accounting

A continuation of the study of financial accounting and an introduction to managerial accounting. Topics include the preparation of statement of cash flows, analysis of financial statements, and accounting for manufacturing operations, and a study of the internal uses of information for managerial planning, control and decision-making. 3 credits.

L.ACC-228: Financial Accounting

A study of the fundamental principles and procedures of financial accounting with an emphasis on preparation of financial statements for external reporting. 3 credits.

L.ACC-331: Intermediate Financial Accounting I

A brief review of basic financial accounting concepts and principles, followed by detailed study of the valuation of various assets and the impact of these valuations on income measurement. Includes a study of compound interest concepts and applications. Emphasis is on concepts, with some consideration of non-GAAP accounting alternatives. Prerequisite: L.ACC-228. 3 credits.

L.ACC-332: Intermediate Financial Accounting II

A continuation of intermediate financial accounting. Topics include long-term liabilities, stockholders' equity, dilutive securities and earnings per share, investments, accounting for income taxes, accounting for pensions, accounting for leases, accounting changes and error analysis and the statement of cash flows. Prerequisites: L.ACC-331. 3 credits.

L.ACC-343: Cost Accounting

Principles, procedures and practices of job order, process and standard cost systems. Also included are additional topics related to managerial uses of cost accounting information. Prerequisites: L.ACC-227 and L.ACC-228. 3 credits.

L.ACC-344: Advanced Cost Accounting

Intended to give the student broader knowledge of cost accounting. Emphasis is placed on the use of accounting data in management decision-making. Includes examination of recent conceptual and analytical developments in the area. Prerequisite: L.ACC-343. 3 credits.

L.ACC-350: Accounting Systems

A study of accounting information systems – the elements they contain; the ways in which they are designed and the role they play in supplying information to those who require it. Prerequisites: L.ACC-227 and L.ACC-228. 3 credits.

L.ACC-352: Accounting for Governmental & Non-Profit Entities

A study of fund accounting with emphasis on governmental entities. Other topics include accounting for hospitals, voluntary health and welfare organizations, and educational institutions. Prerequisites: L.ACC-331. 3 credits.

L.ACC-360: Accounting Research & Analysis

This in-depth study course will provide students with advanced knowledge of accounting standards setting and research both in the U.S. and internationally. Students will explore issues related to the conceptual framework for financial reporting, the political environment of standards setting, authority and due process for standards setting, and the applicability or jurisdiction of various regulatory and standards setting bodies. Students will learn methods for performing applied accounting research using a case method approach, as well as methods of effective communication for technical writing in the field of accounting. Prerequisite: L.ACC-331. 3 credits.

L.ACC-394: Accounting Internship

Provides college credit for work experiences related to the major program. Proposals arranged in consultation with division faculty and approved by Division Chair. Credit varies. Internships cannot be used as accounting electives.

L.ACC-450: Auditing

This course studies auditing theory and practice developed through the study of text material, questions and problems. Emphasis placed on the study of the internal control, audit standards, audit objectives and the preparation of reports. Students also participate in real world audits and complete an electronic major portfolio. Prerequisites: L.ACC-332, and either L.BUS-250, L.MAT-115, or L.MAT-220. 3 credits.

L.ACC-455: Federal Income Tax I

A study of federal income tax laws and their application to individuals. Prerequisite: L.ACC 331. 3 credits.

L.ACC-456: Federal Income Tax II

A study of federal income tax laws and their application to partnerships, fiduciaries and corporations. Prerequisite: L.ACC-331. 3 credits.

L.ACC-468: Advanced Financial Accounting

Major emphasis on accounting for business combinations and the preparation of consolidated financial statements. Other topics covered in depth are accounting for derivatives and hedging instruments, and accounting for multinational enterprises. Topics covered in less detail are accounting for branches, reporting for segments of business enterprises, interim reporting, reporting for the Securities and Exchange Commission and accounting for fiduciaries. Prerequisite: L.ACC-332. 3 credits.

L.ACC-494: Accounting Internship

Provides college credit for work experiences related to the major program. Proposals arranged in consultation with division faculty and approved by Division Chair. Credit varies. Internships cannot be used as accounting electives.

ATHLETIC TRAINING**L.ATR-130: Care & Prevention of Athletic Injuries**

In this course, students are introduced to the role of the athletic trainer and the prevention of athletic injuries. Administrative and practical methods to prevent injuries common in the allied health care fields will be discussed. Additionally, the use of evidence-based medicine will be introduced to help students understand which techniques will best prevent injuries. 3 credits.

L.ATR-140: First Aid & Emergency Care

This course is designed to provide students with an introduction to injury prevention and first aid. This course provides the potential coach, educator, or human movement practitioner with essential knowledge related to basic first aid skills, prevention, recognition, and management of common sport injuries, and the role of various practitioners in the injury/rehabilitation process. 3 credits.

L.ATR-250: Medical Terminology & Pharmacology

This course offers an introduction to learning both medical and technical vocabulary by focusing on the Latin and Greek elements in English words. One of the primary purposes of this course is to teach the student how to determine the meaning of a scientific word by breaking down its structure in terms of prefix, stem or stems, and suffix. As an added benefit, students will acquire a lasting fascination with words and their origins. This course also focuses on providing a foundation into the

legal concerns, pharmacokinetics and terminology of common medications in the allied healthcare fields. 3 credits.

L.ATR 275: Athletic Training Skills

This course is designed to provide Kinesiology and Athletic Training students with an introduction to injury prevention and first aid. This course provides the potential coach, health care professional, physical educator, and human movement practitioner with essential knowledge related to basic first aid skills, prevention, recognition, and management of common sport injuries, and the role of various practitioners in the injury/rehabilitation process.

L.ATR-280: Athletic Training Clinical I

Clinical education practical hours in the athletic training room for the sophomore level student. Clinical experiences are provided in a variety of athletic training settings utilizing Loras College-approved clinical instructors. Student is responsible for transportation and fees involved, if placed at an off campus site. Prerequisite: admission to athletic training major. 1 credit.

L.ATR-281: Athletic Training Clinical II

Clinical education practical hours in the athletic training room for the sophomore level student. Clinical experiences are provided in a variety of athletic training settings utilizing Loras College-approved clinical instructors. Student is responsible for transportation and fees involved, if placed at an off campus site. Prerequisite: L.ATR-280. 1 credit.

L.ATR-290: Evaluation of Athletic Injuries I

Introduction to athletic injury evaluation and assessment of conditions affecting the lower extremity. Provides special instruction in medical terminology. Prerequisites: L.ATR-130 and admission to the athletic training major. 3 credits.

L.ATR-291: Evaluation of Athletic Injuries II

Introduction to athletic injury evaluation and assessment of conditions affecting the upper extremity. Prerequisite: L.ATR-290. 3 credits.

L.ATR-350: Psychology of Athletic Injuries-AI

Participation in sports comes with the risk of injury. The questions that occur after the injury include: Could have it been prevented? What treatment should be done? What is the future for that patient in regards to activity? The 'correct' answer to those questions will vary greatly in different groups of our society. Those variations have always been debated, but that debate seems to have garnered more attention as of late. This course will examine not only the physical effect of an injury, but the psychological and sociological factors that play a role in how an injury is viewed, treated and responded to. In particular, focus will be on how the athlete, the team, the healthcare system, family members, and society in general respond to and act toward injuries. Additionally, examination of how these responses have changed over time and what changes need to be made in the future. A portion of this class will focus on community-based learning. Students in the course will present and collaborate with local high school students on a research study. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits. January term.

L.ATR-380: Athletic Training Clinical III

Clinical education practical hours in the athletic training room for the junior level student. Clinical experiences are provided in a variety of athletic training settings utilizing Loras College Approved Clinical Instructors. Student is responsible for transportation and fees involved, if placed at an off campus site. Prerequisite: L.ATR-281. 1 credit.

L.ATR-381: Athletic Training Clinical IV

Clinical education practical hours in the athletic training room for the junior level student. Clinical experiences are provided in a variety of athletic training settings utilizing Loras College-approved

clinical instructors. Student is responsible for transportation and fees involved, if placed at an off campus site. Prerequisite: L.ATR-380. 1 credit.

L.ATR-382: Therapeutic Modalities

Methods and techniques in the application of selected therapeutic modalities and athletic injury treatment relative to modality usage. Laboratory component. Prerequisite: L.ATR130 or L.ATR-140. 3 credits.

L.ATR-383: Therapeutic Exercise

Methods and techniques in the selection and application of rehabilitation techniques in sports medicine. Laboratory component. Prerequisite: L.ATR-130 or L.ATR-140. 3 credits.

L.ATR-480: Organization & Administration in Athletic Training

This course provides experience in athletic training administration, including the opportunity to plan, coordinate, and supervise all administrative components of an athletic training program for the high school, college, or professional athletic organization. Prerequisites: L.ATR-130. Athletic training majors only. 3 credits.

L.ATR-481: Pathophysiology

This course will focus on common diseases and illnesses that impact the human body and impact homeostasis. The common etiology, signs and symptoms, diagnostic testing and appropriate referrals and treatment will be examined for each disease covered. 55 diseases covered in this course cover the entire lifespan. Prerequisites: L.BIO-115, L.BIO-225, or L.BIO-226. Athletic training majors only. 3 credits.

L.ATR-489: Athletic Training Clinical V

Clinical education practical hours in the athletic training room for the senior level student. Clinical experiences are provided in a variety of athletic training settings utilizing Loras College-approved clinical instructors. Student is responsible for transportation and fees involved, if placed at an off campus site. Prerequisite: L.ATR-381. 1 credit.

L.ATR-490: Athletic Training Clinical VI-PJ

This course will allow athletic training students the opportunity to reflect on their liberal arts education both within the athletic training education program as well as their general education opportunities at Loras College. The course will give the students several prompts from which they will relate their educational growth and experiences within the College mission statement. Additionally students will produce an electronic portfolio which will include a resume appropriate for a post graduate position that demonstrates their capabilities in the competencies and proficiencies written by Executive Education Committee of the National Athletic Trainers' Association. Prerequisite: L.ATR-489. 1 credit.

BIOLOGY

L.BIO-100: Population Biology

This course explores both theoretical and practical approaches to understanding populations of resident bird populations during the winter. Students will use mist nets to capture wild birds and will learn to identify, band, and measure common species. Mark-recapture computer models will be used to estimate population sizes and survival probabilities of selected species during this intensive, three-week field project. This course is intended for students with an interest in environmental science or wildlife conservation. 3 credits. January term. Dependent upon staff and demand.

L.BIO-115: Principles of Biology I

This is the first of a two-semester sequence to introduce fundamental principles of biology (designed primarily for science majors). An investigative-inquiry approach is employed with emphases on molecular cell biology, development, genetics, and physiology. Three lecture periods and one three-hour laboratory period per week. Can be taken before or after L.BIO-116. 4 credits. Each semester.

L.BIO-116: Principles of Biology II

This is the second of a two-semester sequence to introduce fundamental principles of biology (designed primarily for science majors). An investigative-inquiry approach is employed with emphases on evolution, ecology and biodiversity. Three lecture periods and one three-hour laboratory period per week. Can be taken before or after L.BIO-115. 4 credits. Each semester.

L.BIO-205: Diabetes, Heart Disease, & Cancer

This in-depth study course will address one of these major diseases each week. Students will generate questions about each disease and learn answers via research, visits to treatment centers and dialogue with researchers, doctors, caregivers, insurance experts, patient advocates and government officials. The course will be an investigative inquiry-driven attempt to get the latest information on three of the biggest health challenges that face every American today. Teams of students will try to understand and present both sides of controversial issues related to these diseases. Second-term first-year students only. Prerequisite: L.BIO-115 or L.BIO-116 with a C or better. 3 credits. January term. Dependent upon staff and demand.

L.BIO-220: Microbiology

A basic course in microbiology stressing growth processes, culturing techniques, the role of microorganisms in disease and their control and applied microbiology. Prerequisite: L.BIO-115 and 116 or equivalent. Three lecture periods and one two-hour laboratory period per week. 4 credits. Dependent upon staff and demand.

L.BIO-222: Evolution in Darwin's Culture

This course is an in-depth introduction to the fundamentals of evolution and an exploration of cultural conflicts that arose because of the idea of evolution. The Origin of Species was published by Charles Darwin in 1859 and immediately started the first worldwide scientific debate. At this time in Victorian England the connections between science and nearly every other aspect of culture were becoming increasingly evident, and there was great tension about the role that science should play in a modern, industrial society. This course uses the "Reacting to the Past" experiential, role-playing game format where students will be reading, writing, and speaking from the perspective of a person in this time and place. The scientific and cultural issues of the time that will be discussed include natural selection and design; implications of Darwinism for: social reform, racial theories, and women's rights; professionalization of science; and inductive/deductive reasoning. Cultural conflicts related to evolution have continued today even after years of verification of Darwin's ideas. In the last week of the class, students will read and discuss a book on modern evolutionary facts, comparing it to Darwin's writings, creationism, and Intelligent Design. Has the debate changed in modern culture? Prerequisites: L.LIB-220. 3 credits. January term. Dependent upon staff and demand.

L.BIO-225: Human Anatomy & Physiology I

This course provides an introduction to anatomical terminology and provides instruction related to understanding of how the body is organized both regionally and systemically. Topics include the organization of the musculoskeletal, nervous, cardiopulmonary, digestive, renal, and sensory systems. This course provides students with an anatomical foundation for understanding the physiology of the human body. 4 credits. Each fall semester.

L.BIO-226: Human Anatomy & Physiology II

This course applies the anatomical features of the body as they relate to body function. Topics include the functioning of the musculoskeletal, nervous, cardiopulmonary, digestive, renal, endocrine and sensory systems. This course will allow students to understand the encompassing

role of all body systems in maintaining homeostasis within the body. Prerequisite: L.BIO-225. 4 credits. Each spring semester.

L.BIO-231: Vertebrate Zoology

An introduction to the basic principles of ichthyology, herpetology, ornithology and mammalogy, emphasizing life histories of local vertebrates. Laboratory experiences include use of identification keys, collection and preservation of specimens, and field observations. Course fee assessed for trip to Mississippi River Museum & Aquarium. Prerequisite: L.BIO- 116 or equivalent. Two lecture periods and one three-hour laboratory period per week. 3 credits. Dependent upon staff and demand.

L.BIO-235: Plants & Human Health

This course is designed to help students articulate the role of plants in human health and well-being in both historical and modern contexts. Over time, the human ability to manipulate and use plants has become increasingly sophisticated. The major themes that students will explore during this course will be the role of plants in human nutrition and food security, human health and medicinal, psychoactive and hallucinogenic plants, biotechnology and alternative medicine. A wide variety of laboratory projects and travel within the Dubuque area as well as to Madison will reinforce the various themes covered during the class sessions. Prerequisites: An introductory course in biology. 3 credits. January term. Dependent upon staff and demand.

L.BIO-240: Plant Biology

A course designed to introduce students to the basic biology of members of the plant kingdom, primarily the vascular plants. Major topical coverage will include evolution, reproduction, physiology, anatomy, developmental morphology, ecology and systematics. Minor topical coverage will include discussion of other photosynthetic groups and plant allies. Prerequisite: L.BIO- 116 or equivalent. Three hours lecture and one three-hour laboratory period per week. 4 credits. Each fall semester.

L.BIO-242: Microbes-AH

This course is designed to furnish students with a basic knowledge of Microbiology and its impact on humans. Students will design their own experiments and, through the example of Microbiology, explore the strengths and weaknesses of this approach for problem solving. Topics will include the role of microorganisms in disease, body defenses against microbes, and the impact of microbes on human history, biotechnology, and germ warfare. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Math Modeling (-FM) course. 3 credits. Dependent upon staff and demand.

L.BIO-248: Science of Food & Cooking-AH

This is an in-depth study course that will immerse students in a close examination of the science behind the food they eat and the methods used to prepare it. Scientific topics explored may include botany of seeds and edible plants, the chemistry of cooking at high and low temperatures, protein structure and function in yogurt production, the chemical activity of different leavening agents in cake-baking, the science of bacterial contamination and food safety, among many others. A primary learning technique will be independent student-led kitchen research projects outside of class. Students must have reliable access to a kitchen, basic cooking and baking equipment, and transportation to a grocery store for supplies, which must be purchased separately from the course fee. Prerequisites: L.LIB100, L.LIB-105, L.LIB-110, and a Math Modeling (-FM) course. 3 credits. January term. Dependent upon staff and demand.

L.BIO-250: Genetics

An introduction to the principles of Mendelian and biochemical genetics. Prerequisite: L.BIO-115 or equivalent. Three lecture periods and one three-hour laboratory per week. 4 credits. Each spring semester.

L.BIO-255: Evolution

An introduction to the principles of organic evolution, mechanistic origins of life and diversity. Concepts of natural selection, genetic drift, gene flow and mutation are used to explain changes in

gene frequency. One three-hour lecture period per week. 3 credits. Dependent upon staff and demand.

L.BIO-259: Issues in Environmental Biology-AH

This course will give students hands-on experience in learning the science behind several current environmental issues like clear-cutting, species diversity, erosion control, water quality, prairie habitat restoration, urban sprawl, or neotropical bird migration. Outdoor and indoor projects will be used to help students learn how science is used to make decisions about various issues in environmental biology. Prerequisites: L.LIB-100, L.LIB105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.BIO-260: Human Anatomy & Physiology-AH

A course designed for non-biology majors that investigates everyday structure and normal function of the human systems. In addition, some common diseases, the role of genes, health issues and interactions with our environment will be discussed. Other topics may include the biology of cancer, AIDS, and effects of alcohol and drugs upon bodily function. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. Three lecture periods and one two-hour laboratory period per week. 4 credits. Each spring semester.

L.BIO-265: Issues in Bird Biology-AH

This is a student-centered, active learning course on basic bird biology; students will generate questions about aspects of bird biology and use the scientific method, computers, scientific equipment, statistical analysis and basic field sampling techniques to collect data and test hypotheses about birds in their natural outdoor environment and/or caged birds; students will learn basic identification, behavior, ecology, and controversial environmental issues of birds; students will spend at least six (6) class periods outside observing, identifying and collecting data from local bird populations. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. Dependent upon staff and demand.

L.BIO-270: Human Exercise: Measurements & Limits-AH

Students will be working in groups to pose questions about human exercise, predict their outcome, measure the body's response to exercise with various equipment and then interpret its meaning and application from the experimental output. Thus, students will be immersed in the scientific method, learning to do science and applying it to everyday exercise. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course, and one college-level science course. 4 credits. Dependent upon staff and demand.

L.BIO-272: Biology of Women-AH

This course is a study of basic biological principles in the context of the unique biology of women. Areas of study include what it means biologically to be female, reproductive anatomy and physiology, genetics and development, women and cancer, pregnancy, infertility, contraception, menopause, and research biases in the study of women's health. Lab experiments will focus on using the scientific method and explorations in developmental biology. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.BIO-273: Human Genetics-AH

This course will help students understand the importance and impact of genetics in their lives. Topics will include genetic testing and prenatal diagnosis, genetic engineering, use of DNA evidence in the courts, and eugenics. Labs will include use of PCR and Gel electrophoresis in DNA fingerprinting, genetic engineering and testing for genetically modified foods. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 3 credits. Each fall semester.

L.BIO-279: Experimental Design & Biostatistics-AH

Students will learn the hypothetico-deductive methods of science and experimental design, and the appropriate statistical means to evaluate these outcomes. The course involves the design and implementation of a semester-long group research project culminating in a formal scientific paper or poster presentation. Students will learn to use computer software to gain competence in common statistical applications, such as z- and t-tests, analysis of variance (one-way and factorial), correlation and regression analysis, and chi-square tests of frequency distributions. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Math Modeling (-FM) course, as well as one college-level biology course (L.BIO-115 or L.BIO116). Three one-hour lecture periods (covering statistics) and one two-hour laboratory (research) period per week. 3 credits. Each fall semester.

L.BIO-300: Intensive Science Research Experience

This is an in-depth course designed to give students majoring in one of the sciences an intense, full-time research experience in their sub-discipline. The intensive research experiences will allow the student to perform experiments toward novel scientific findings, not simply a pre-packaged lab with the results already determined. Topics to be covered in the seminars include: Why are controls so important in research? How do I evaluate if research I read or hear about in the news is valid and sound scientifically? How do I read a scientific research paper? Prerequisites: L.BIO-115, and consent of mentor and instructor. 3 credits. January term. Dependent upon staff and demand.

L.BIO-310: Animal Behavior

This is a seminar course designed to explore current topics in the area of animal behavior in the context of evolutionary theory. Topics may include mate choice, parental care, group formation, or habitat selection, with emphasis on birds and mammals. Students will learn to read and critically evaluate articles from the primary literature, and will be responsible for leading class discussion on a topic of their choice. Prerequisite: L.LIB-110, L.BIO-110 or L.PSY-101 or higher. 2 credits. Spring semester, odd-numbered years.

L.BIO-315: Bird Conservation in South Texas

This course is a 14-day study travel field course in south Texas. Students will visit 12 different regional and national wildlife refuges as well as private sanctuaries that contain unique habitat and bird species that depend on these habitats. They will talk directly with wildlife managers in these areas to get answers to questions and understand the challenges that these people and birds face each day. Each student will learn basic bird identification, current conservation issues and ecology at each of the sites. 3 credits. January term. Dependent upon staff and demand.

L.BIO-320: Subtropical Ecology

This course consists of a two-week field trip (lecture/laboratory) to several subtropical natural communities in Florida. Study sites and topics include exotic plant biology and management, migratory birds, cypress and mangrove swamp biology, Everglades, water resource management, and intertidal zone and coral reef biology of the Keys. Prerequisites: One college biology course and permission of the instructor. An additional fee will be charged for transportation, meals and campsite costs. 2 credits. Dependent upon staff and demand.

L.BIO-325: Environmental Issues in Costa Rica-AH

This course is a 12-day study travel field course in Costa Rica. Students will visit and compare three different forest ecosystems: tropical wet forest, tropical dry forest, and high elevation tropical cloud forest. Environmental issues including hydroelectric power, rainforest logging, agricultural land use, coffee production, and maintenance of biodiversity will be discussed. Not open to first year students. Additional fee charged for travel, lodging, food and activity costs. Prerequisites: an introductory course in biology; L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 3 credits. Every third January term.

L.BIO-330: Evolutionary Ecology

This course investigates the relationships between organisms and their physical and biological environments. Both theoretical and experimental approaches will be used to examine factors regulating populations and the structuring of natural communities and ecosystems. Prerequisite: L.BIO-115 and 116 or equivalent; L.BIO-279 highly recommended. Three lecture or discussion periods and one three-hour laboratory period per week. 4 credits. Each spring semester.

L.BIO-345: Neurobiology

An introduction to regulatory homeostasis as mediated by the vertebrate nervous system with emphases on cellular communication, formation of neural circuits and afferent-interneuron efferent pathways. Implications of neurotransmitter imbalance during disease and various mental disorders is also discussed. Two lecture periods per week. Prerequisite: L.BIO-1 15 or equivalent. 3 credits.

Dependent upon staff and demand

L.BIO-348: Immunology

This course will provide a basic overview of the human immune system, including both innate and adaptive immunity and the recent discoveries on the interaction of the two systems. The topics will include: immune cell functions, antibody production and function, immune response to infectious diseases (AIDS, others), allergies, and vaccine and transplant biology. Defects of the immune system leading to autoimmune diseases and immunodeficiencies will also be discussed. Lectures and class discussions, including many case studies and "Disease Fridays" will be utilized to meet course objectives. Prerequisite: L.BIO-1 15. Not open to first year students. 3 credits. Dependent upon staff and demand.

L.BIO-365: Human Anatomy

A course on the detailed structure of the human body, including systems, organs and tissues. Prerequisite: L.BIO-1 10 or 115 or equivalent. Open to seniors only f instructor permission required. Three lecture periods and one two-hour laboratory period per week. 4 credits. Each spring semester.

L.BIO-375: Conservation Biology-AH

This course examines basic concepts of biological conservation. Topics include structure and function of ecosystems and threats to global biodiversity, including environmental degradation, extinction, and exotic species introductions. Students will use computer simulations and field techniques to learn effective conservation practices. One lecture period and one four-hour laboratory/field period per week. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-1 10, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.BIO-389: Junior Seminar

Develops communication skills, both written and oral, for the dissemination of research in the biological sciences. Assignment of thesis advisor and signed approval of introduction, materials and methods and literature cited sections required to receive credit. Prerequisite: L.BIO-279 and declared biology or biological research major. Prerequisites may be modified to accommodate Honors Program students. 1 credit. Each fall semester.

L.BIO-392: Field Experience

This course gives credit for shadowing professionals in the workplace. Students usually do observation for a total of 45 hours per semester. Can be taken only once for credit. Liability insurance must be checked before placement. Prerequisite: junior standing. Hours of participation are arranged between student and mentor. 1 credit. Each spring semester.

L.BIO-401: Honors Senior Thesis Research

Intensive individual research project and written thesis terminating with a presentation of results at a regional, national or international scientific forum. Prerequisite: L.BIO-389. 1 credit. Each semester.

L.BIO-410: Cell & Molecular Biology

A study of the cellular basis of life processes, particularly the molecular, macromolecular, organelle and intercellular structural and functional interrelations. The structure, assembly and functions of

macromolecular organelles will also be investigated. Prerequisites: L.BIO-1 15 or equivalent and L.CHE-233. Three lecture periods and one three-hour laboratory period per week. 4 credits. Each spring semester.

L.BIO-420: Vertebrate Physiology

A course in the basic physiological processes of humans and other vertebrates. The function and coordination of cells, organs and systems of human and some vertebrates are studied. Prerequisites: L.BIO-110, 115 or 116; L.CHE-233. Three lecture periods and one two-hour laboratory period per week. 4 credits. Each spring semester.

L.BIO-488: Senior Seminar Portfolio-PJ

This course is the first part of the year-long senior seminar capstone. During it, both Biology research and Biology Majors will continue their thesis research and review papers begun in Junior seminar. This course will assist Biology students in demonstrating transferable knowledge and skills that they have developed through their liberal arts education at Loras College through the development of a portfolio. In addition, the course provides students with the opportunity to professionally present their strengths and accomplishments through the development of a cover letter and resume. This course satisfies the portfolio requirements for all biology and biology research students. Prerequisite: L.BIO-389. 2 credits. Each fall semester.

L.BIO-489: Senior Seminar

Presentation of thesis research for the biological research major; presentation of selected topic of current interest for the biology major. Prerequisite: L.BIO-279 and senior standing. 1 credit. Each spring semester.

BUSINESS

L.BUS-230: Principles of Management

A general introduction to a distinct process existing in the business organization. Emphasis is placed upon fundamental managerial concepts such as decision making and coordination, managerial planning, organizing and authority relationships, and the nature of controlling in management. 3 credits.

L.BUS-240: Principles of Marketing

A managerial approach that integrates the theory and concepts a marketing manager must comprehend in order to make effective decisions. Special attention is given to the areas of product, place, promotion and pricing. 3 credits.

L.BUS-250: Business Statistics

An introduction to basic statistical measurements: sampling theory, including estimation of parameters, hypothesis testing and basic decision theory. Other topics include correlation analysis, time series analysis, seasonal fluctuations, trend fitting, and cyclical measurement. 3 credits.

L.BUS-260: Morals and Money-AV

'What is right, and what is wrong? What are my values? How do my values impact my decisions?' This class will answer these questions by examining three distinct topics where money and morals/ethics are intertwined. Prerequisites: L.LIB-100, L.LIB-105, LIB-110 and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.BUS-317: Business Law I

A study of the foundations of legal systems, of the role of business ethics and corporate social responsibility, of the formation and operation of contracts, and of the laws regarding negligence, property and government regulation of business. 3 credits.

L.BUS-331: Organizational Behavior

This course explores the roles of the employee within the organizational structure. Case studies are examined to show the theoretical and actual applications of the text material. Topics include

leadership, motivation, interpersonal and group dynamics, stress, communication, and the union's role in the organization. Prerequisite: L.BUS 230. 3 credits.

L.BUS-333: Entrepreneurial Experience

This course studies entrepreneurship as a process of economic and/or social value creation, rather than the single event of opening a business. Reflecting on recent research, the course focuses on opportunity recognition, assembly of the financial and human resources needed to develop the idea, and launching the new venture. Prerequisite: L.BUS-230. 3 credits.

L.BUS-335: Human Resource Management

An intensive study of the field of management which is concerned with planning, organizing and controlling the functions of procuring, developing, maintaining and utilizing a labor force. Prerequisite: L.BUS-230. 3 credits.

L.BUS-341: Marketing Ethics-AV

This course takes a managerial approach that integrates the theory and concepts a marketing manager must comprehend in order to make effective and morally acceptable marketing decisions, especially in the areas of product, place, pricing and promotion, and the moral issues related to them. Students will consider how to move beyond standard business methods of making decisions to learning how to make ethical and moral marketing decisions through applying key ethical theories to the challenges faced by a marketer. Students will consider the following questions: how can a marketer identify ethical issues? How can a marketer apply different ethical theories to a marketing decision? What should a marketer do when faced with a moral dilemma? Prerequisites: L.LIB-100, L.LIB-105, LIB-110 and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.BUS-343: Marketing Management

This course explores the problems confronting marketing managers in the formation of marketing policies using an experiential-based approach to the comprehensive study and analysis. Active learning assignments, a marketing simulation and a marketing plan may be included in the course. Active learning assignments, a marketing simulation and a marketing plan may be included in the course. Prerequisite: L.BUS-240. 3 credits.

L.BUS-344: Sales Management

An application of the management approach to an analysis of the sales executive's duties, responsibilities and role as decision-maker. The course explores the areas of recruiting, training, compensating, motivating and evaluating a sales force. Prerequisites: L.BUS-230 and 240. 3 credits.

L.BUS-345: Retail Administration

Survey of retailing and its role in distribution. Management policy areas studied include administrative organization, locational decisions, buying, pricing, merchandising, sales promotion, personnel and overall planning and coordination in retailing firms. Analysis of illustrative cases. Prerequisites: L.BUS-230 and 240. 3 credits.

L.BUS-346: Advertising/Marketing Communications

Introduces students to advertising's/marketing communication's role as a vital tool in the distribution of goods and services. It is structured to meet the needs of those wishing to secure a solid foundation for further work in the field as well as aiding those who seek a basic knowledge of the place of advertising/marketing communication in the business and social environment. Prerequisite: L.BUS-240. 3 credits.

L.BUS-348: International Marketing

This course provides a global orientation to the study of marketing. The cultural environment of the global marketer is reviewed throughout every area of the course. All marketing decisions are studied through an understanding and appreciation of different cultures. Within this context, the course will cover how to assess global marketing opportunities and how to develop global marketing strategies. Prerequisite: L.BUS-240. 3 credits.

L.BUS-349: Consumer Behavior

Provides the student with a usable, managerial understanding of consumer behavior, particularly as it relates to sales, marketing, advertising and promotion management. Consumers are studied in four ways: as individuals, as decision-makers, as members of a group, and as members of a culture. Prerequisite: L.BUS-240. 3 credits.

L.BUS-350: Managerial Finance

An introductory course covering the principles of business financial management focusing on the tools of financial management, the financial environment, working capital management, capital budgeting, the cost of capital and capital structure decisions. Prerequisites: L.ACC-227. 3 credits.

L.BUS-351: International Finance

This course examines issues that arise from conducting business or investing in multiple national currencies. Students will learn how to value projects or investment vehicles in countries using a currency other than the home currency of a business or investor. Difficulties that arise from various types of cross-currency risk are examined, as are strategies that can be employed to mitigate those risks, including the use of financial derivatives like futures, options, and swaps. Prerequisites: L.BUS-350. 3 credits.

L.BUS-352: Investments

An introductory course covering the principles of security analysis and valuation of stocks and bonds. An in depth study of the value and growth approach to investing. Students will be responsible for best practice readings from the world of finance along with several projects and research assignments designed to increase their understanding of security analysis. Prerequisite: L.BUS-350. 3 credits.

L.BUS-353: Financial Institutions

An overview of financial markets, financial institutions and how those institutions impact flow and cost of funds through the domestic and global economy. Markets include money markets, capital markets, primary and secondary markets, mortgage markets, stock, bond and derivative markets as well as international currency markets. Institutions include commercial banks, credit unions, savings institutions, pension funds, life insurance companies, mutual funds, and investment banks. Prerequisites: L.BUS-350 or instructor approval. 3 credits.

L.BUS-354: Personal Financial Planning

This course overviews personal financial planning issues and tools with topics that include goal setting, managing cash and budgeting, taxes, wise use of credit, purchasing decisions, risk management, investments and retirement and estate planning. Ethics and values in personal finance will also be addressed. The course is targeted to both business and non-business majors. Students desiring finance major elective credit should consult the instructor. 3 credits.

L.BUS-358: L.I.F.E: Portfolio Applications I

This course applies financial theory to the actual management of an investment portfolio for the Loras College endowment, combining lecture and independent research, with heavy emphasis on outside projects. Students learn the basics of security research and analysis and the interpretation and application of economic data to investment management decisions. Students present their methodology, reasons and results to the administration or board of regents. Prerequisite: L.BUS-352. 3 credits.

L.BUS-360: Business As A Calling

This course integrates the principles of Catholic Social Teaching into decisions that business professionals make about the daily operations and future of their business and their own individual professional development and career plans. Students will explore the discussion of work as a job, work as a career, and work as a vocation. 3 credits.

L.BUS-370: International Business

An introduction to issues facing organizations in a global economy. Includes a study of the environmental factors affecting international business; the economic theories behind international trade, development and investment; and the strategies and structure of multinational enterprises. 3 credits.

L.BUS-379: The Rise & Fall of the Celtic Tiger-AC

Much has been written about the economic rollercoaster the Irish economy has experienced over the last 30 years. This course will use the "Celtic Tiger" as a gateway into looking at not only the history of the Irish economy, but as a way to define, compare and contrast culture through an economic lens. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.BUS-394: Business Internship

Provides college credit for work experiences related to the major program. Proposals arranged in consultation with division faculty and approved by Division Chair. Credit varies. Internships cannot be used for electives in the business majors or minors.

L.BUS-418: Business Law II

Topics include the law of partnerships and corporations, sales contracts, negotiable instruments, secured transactions, bankruptcy, agency, insurance, and trusts and estates. Not open to first year students. 3 credits.

L.BUS-432: Operations Management

This course is designed to acquaint students with the long-run and short-run problems that must be solved in managing the operations function of both manufacturing and service industry firms. Major problem areas including plant location, process design, technology selection, production scheduling, product quality and factor allocation are examined and decisions rendered employing both quantitative and graphic methods. Prerequisites: L.BUS-230 and L.BUS-250 or L.MAT-115 or L.MAT-220. 3 credits.

L.BUS-433: Global Leadership

Leadership has been frequently heralded by writers and executives as the key to sustained competitive advantage on the part of U.S. organizations. In addition, it is clear that the possession of leadership qualities and the display of leader behavior are requirements for individuals attempting to progress in their careers. It is important for aspiring managers to learn about the nature of effective leadership and how they can develop their own competencies in this area. Students in this course will explore issues of leadership and change associated with the growth in the international marketplace. This course will examine a variety of business and leadership practices with emphasis on global organizational values, business plans, diversity, challenges, and culturally appropriate strategies for success in the rapidly changing world of international and multinational business. Prerequisite: L.BUS-230. 3 credits.

L.BUS-447: Marketing Research

A comprehensive and practical study of the full range of activities involved in marketing research in business and other organizations. The entire research process is examined through the completion of a formal research project. Prerequisite: L.BUS-240. 3 credits.

L.BUS-451: Intermediate Financial Management

This course is an intensive study of corporate financial management. The emphasis is on a detailed in-depth analysis of various topics of corporate financial management including risk analysis, capital asset pricing model, valuation, capital budgeting, capital structure decisions and cost of capital. Individual and group cases will be used to assess student mastery of these topics. The changing

values of corporate governance and social responsibility are also discussed. Prerequisite: L.BUS-350. 3 credits.

L.BUS-458: L.I.F.E: Portfolio Applications II

Continuation of L.BUS-358. Students will be responsible for the management and performance of the investment portfolio. Duties will include determining economic conditions, formulating the asset and sector allocations, researching and investing in individual securities that fit the parameters of the class model, monitoring performance results in comparison to the appropriate benchmark, and executing purchases and sales when appropriate. Prerequisites: L.BUS-358 and instructor permission. 3 credits.

L.BUS-461: Human Resource Selection & Evaluation

Design and implementation of an effective selection and performance evaluation program including: role of job analysis, reliability and validity of human resource measures, description and evaluation of selection instruments (application form, reference check, interview and tests) and performance evaluation methods, and legal and ethical issues. Prerequisite: L.BUS-335. 3 credits.

L.BUS-490: Business Seminar

This course brings together students from all the business disciplines to collaborate and work through problems and challenges of working in today's business world as part of a business team in a business simulation. Additionally, students will model the best practices of leading executives and businesses by planning, leading and taking part in local community service projects. Finally, students will meet and network with local, regional and national business professionals.

Requirements: Senior status and major in finance, management, marketing, MIS, or general business. 3 credits.

L.BUS-494: Business Internship

Provides college credit for work experiences related to the major program. Proposals arranged in consultation with division faculty and approved by Division Chair. Credit varies. Internships cannot be used for electives in the business majors or minors.

BUSINESS ANALYTICS

BAN-210: Essentials of Analytics

This course provides an introduction to the field of Business Analytics, with a foundational basis in Business Statistics. Specific analytic topics covered include: Data Mining, Data Warehousing, Data Visualization and Analytics Software. 3 credits.

BAN-300: Applied Analytics

This course provides an opportunity for students to conduct analyses of real data, following all stages from data acquisition and preparation through analysis and presentation. While good data analysis requires many skills, the vast majority of an analyst's time is spent on preparing, cleaning, and understanding what the data actually means – how was data collected, how is data measured, and what does each variable really mean? There are no prerequisites and students are expected to have a range of abilities from novices to some with statistics backgrounds. Work will be done in groups with tasks appropriate for each student's skill level. Projects will vary in subject areas, and may include survey data, use of public databases (e.g., Census data or sports data), or data sets collected by individual entities (such as particular business entities). Prerequisite: A statistics course. 3 credits.

BAN-310: Data Visualization

This course provides an introduction to the field of data and information visualization, a key sub-field in the area of data analysis and mining. Specific analytic topics covered include: tables & charting, multi-dimensionality of data, handling unstructured data, and advanced visualization tools and techniques. Prerequisite: L.CIT 110 or L.CIT 221. 3 credits.

BAN-320: Predictive Modeling

The rapid expansion of data availability has made possible considerable advances in modeling for the purpose of prediction. Virtually all decisions, at least in part, depend on predictions of what will happen if something changes (either under our control or not). This course explores applications of a variety of current predictive modeling techniques to data. Included are multiple regression modeling, logistic regression, decision trees, random forests, neural networks, and simulation analysis. The emphasis will be on applied analysis, utilizing data from a wide variety of areas, including business, politics, socioeconomic conditions, health, sports and entertainment, etc. Students will build and compare predictive models, learn how to evaluate these models, and how to apply model results to improve decision making. Prerequisite: L.BAN 330 or L.DAT 200. 3 credits.

BAN-330: Introduction to Data Science

Data science is the process of collecting, cleaning, analyzing, summarizing and presenting data in a scalable and generalizable manner. In this course, students will learn each of these steps using R, an open source analytics language, culminating in a project. Prerequisites: L.CIT 115, L.MAT 220. 3 credits.

BAN-340: Innovation

Gaining a competitive advantage in today's business environment increasingly demands that organizations know how to innovate. Creativity, continuous improvement, and the ability to turn ideas into action are critical to standing out above the rest. Specific topics will include: the innovation process, disruptive technologies, why plans are bad, and when NOT to listen to your customers. We will also apply our knowledge via an innovation simulation. Prerequisites: L.ACC 227, L.BUS 230, L.BUS 240. 3 credits.

BAN-450: Marketing Analytics

This course explores the topic of Marketing analytics which has grown significantly in recent years in response to the rapidly increasing supply of data generated by marketing campaigns, online sales, websites, social media, customer relationship management programs and integrated marketing communication campaigns. Through enhanced technology, more data are available than ever before. But marketers are faced with the dilemma of how to convert the massive amount of available data into usable information. In this course students will engage in the systematic study of these data which are employed, through the use of statistical analysis and technology, to improve decision making. Prerequisites: L.BAN 210, L.BUS 240. 3 credits.

BAN-460: Big Data Analytics

Big Data is often referred to as a new form of natural resource. This is a poor metaphor, as Big Data is growing faster than any other natural resource grows. Big Data is really a more accurate view of the past, what an economist might refer to as closer to perfect information. This of course can be used for great social value or for personal destruction. This course should be a combination of tactical skills of Apache's hadoop/map-reduce along with the relevant discussion of the social opportunities offered by big data. Prerequisite: L.CIT 225. 3 credits.

CATHOLIC THINKERS & LEADERS

L.CTL-100: Modes of Inquiry-FI

Offered through the CTL program, this course is an introduction to active learning in the liberal arts and to the transition to college through study of a concrete event or issue with an emphasis on Catholic thought and perspectives. Student dispositions, critical thinking and argumentative writing will be introduced. 3 credits.

L.CTL-130: Human Dignity & Human Rights-MC

This course will examine the lives and creative output of three twentieth-century American Catholics: Flannery O'Connor (1925-1964), Dorothy Day (1897-1980), and Fulton Sheen (1895-1979). We will attempt to uncover these individuals' convictions about sacramentality, mediation, and communion. We will investigate how they were shaped by Catholic perspectives and American culture and how they shaped Catholic perspectives and American culture. We will pay special attention to the claims made by each of these individuals about human dignity and human rights.

Prerequisite: L.CTL-100 or L.HON-100.

L.CTL-260: Communication for Communion-AC

In diverse ways throughout its history the Roman Catholic Church has sought to create a culture of communion. This communion has many aspects including the union of the human and the sacred; the union of church members with each other; and the union of the church with the broader world. In order to critically examine this culture and its changing expressions over time, this course compares the means and content of the church's communication in the Italian Renaissance with that of modern/postmodern periods. This course is cross-listed as L.REL-260. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.CTL-262: Little Less Than a God-AC

This J-Term travel course to Italy focuses on religious conceptions of the human person across time and place. It will offer a comparative analysis of distinct perspectives on the human person as expressed by Christians of different eras, locations, and theological perspectives, as well as the cultures in which Christianity is rooted. By studying the cultural histories, theological perspectives, and works of art and architecture, students will encounter the diverse influences that have given shape to the self-understandings and religious imaginations of Western Christians today. This course is cross-listed as L.REL-262. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.CTL-263: Martyrs, Mendicants & Masterpieces-AC

The course is a January term study abroad opportunity in Italy. The course focuses on the culture of pre-Constantinian Christian Rome, medieval Franciscan Assisi, and Renaissance Florence. We will study the customs and artifacts of each period to determine how they affected the development of Christian thought and practice. We will examine how cultural traditions formed and changed, and how these traditions affected social organization, religion, and everyday life. This course is cross-listed as L.REL-263. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.CTL-264: Catholicism Encounters Modernity-AC

This course will investigate attributes of the cultural landscape, from the time of the French Revolution until the present, which influenced the Catholic Church's self-understanding and its articulation of its relationship to the wider world. We will explore the customs, rules, and language that shaped the Catholic Church's internal discourse and influenced its exchange with the world outside its boundaries. We will visit sites in Paris, Lyon, and Rome that provide insight into the Church's posture toward modernity throughout the 19th, 20th, and early 21st centuries. This course is cross-listed as L.REL-264. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.CTL-265: Philosophy and the Rise of Christianity-AC

This study travel course that traces how Christian thought led to new syntheses in regions where love for wisdom has not been left in ruins. Initial class meetings at Loras to engage primary texts, then travel to Sicily and Rome where on site visitation is integrated with reflection upon themes including: soul, body and the person; love and the will; women's and men's roles in political society; moral systems and virtue; God's providence and power. This course is cross-listed as L.PHI-376. The courses are identical but transcripts will reflect the course number (L.PHI or L.CTL) that a student registers for and completes. L.PHI-100 or L.PHI-220, or one other philosophy or Catholic theology course are recommended but not required. Contact the CEL/course instructor for iteration-specific details. 3 credits. January term.

L.CTL-274: All for One, One for All-AI

An investigation into questions surrounding the responsibilities of the individual to the community as evident in the work of three Nobel prize-winning authors- Francois Mauriac, Albert Camus and Samuel Beckett. We will examine the notions of choice, free will, personal identity and faith, and discuss ways in which these notions function within the framework of the novels/plays chosen for the semester. This course is cross-listed as L.ENG-255. The courses are identical but transcripts will reflect the course number (L.ENG or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135 or L.LIB-220. 3 credits.

L.CTL-277: Belief, Unbelief & the Good Life-AV

The course examines arguments for and against the existence of God and studies how these arguments affect a comprehension of the moral life and the value of human behavior. The course will begin with a study of "virtue ethics" and will use this ethical theory as a basis for dialogue with the ethics of the non-Christian belief systems of Feuerbach, Marx, Freud, and Nietzsche. Students will develop the tools to make ethical decisions about critical issues facing the human community. This course is cross-listed as L.REL-335. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.CTL-490: Leadership Seminar for Social Justice

The purpose of this course is to help students to assume increasingly responsible leadership roles in their personal, professional, and religious lives. The course will focus on significant theories of leadership, Catholic teaching on social justice and the implications of these two concentrations for effective communication, challenging poverty, and promoting social change. The course will also include an opportunity for hands-on experience in which leadership will be put into action. 2 credits.

CHEMISTRY

L.CHE-111: General Chemistry I

The fundamental principles of chemistry and the properties of the more familiar elements and compounds are studied, chiefly in light of the periodic system and the theory of atomic structure. Major topics include: stoichiometry, energy, atomic structure, radiochemistry, bonding, gases, solids and solutions. Recommended: 3 years of high school mathematics including Algebra II. Three lectures and one three-hour laboratory period per week. 4 credits. Each fall semester.

L.CHE-112: General Chemistry II

The fundamental principles of chemistry and the properties of the more familiar elements and compounds are studied. Major topics include: kinetics, equilibrium, acid-base, thermodynamics, and electrochemistry. Prerequisite: L.CHE-111. Three lectures and one three-hour laboratory period per week. 4 credits. Each spring semester.

L.CHE-150: Career Options in Science

Students in this class will explore career options open to science majors. Students will prepare summaries of career information from a variety of sources including online, CEL materials, reference literature, and interviews of practicing professionals. Several tour/field trips to local or regional sites where science professionals practice are required. Course fee applies. 3 credits. January term.

L.CHE-151: Chemistry of Forensics

This course will provide an in-depth introduction to forensic science with an emphasis in forensic chemistry. The topics include: handling data, collection of physical evidence, identification of evidence, characterization of glass and soil evidence, examination of hairs, fibers, and paints, drug analysis, serology, fingerprint detection, and document analysis. This course will focus on the chemical basis behind the forensic techniques used in crime labs and the analysis of physical evidence. Course fee applies. 3 credits. January term.

L.CHE-152: From Caveman to Scientist

From the discovery of fire to the production of antibiotics and polymeric materials, how did each great advance in technology lead to the next great advance and ultimately to modern society? Each day we will explore one of the great advances: fire, ceramics, metallurgy, electricity, fermentation, synthetic chemistry, polymers. The class will be a mix of hands-on discovery activities, mini-lectures with discussion, and team-based inquiries into historical information. Course fee applies. 3 credits. January term.

L.CHE-200: Intensive Science Research Experience

This is an in-depth course designed to give students majoring in one of the sciences an intense, full-time research experience in their sub-discipline. The intensive research experiences will allow the student to perform experiments toward novel scientific findings, not simply a pre-packaged lab with the results already determined. Topics to be covered in the seminars include: Why are controls so important in research? How do I evaluate if research I read or hear about in the news is valid and sound scientifically? How do I read a scientific research paper? Prerequisites: L.CHE-111, and consent of mentor and instructor. Course fee applies. 3 credits. January term.

L.CHE-203: The Science of Paintings

This course will explore some of the basic principles of science and apply of those principles to understand the physical and chemical nature of paints, pigments, and dyes. In the technological realm, scientists and artists both explore ways to manipulate matter to achieve desired ends. Both generate and analyze solutions to problems using creativity and imagination. We will explore the creation process by using science to create our own artistic materials. Includes a trip to the Art Institute of Chicago. Course fee applies. 3 credits. January term.

L.CHE-208: Forensic Chemistry-AH

This course designed to familiarize students, who are intrigued by this rapidly evolving science, with the role of science in solving crime and establishing justice in our community with an emphasis on scientific thinking and reasoning. In spite of its introductory level, the course will stress upon the latest technologies and discoveries used in crime solving crime. Each major aspect of forensic science, fingerprinting, DNA, drugs, arson, etc., will be introduced and explained supplemented with infamous cases and the techniques used in solving them. In every lecture the science behind the technique will be explored and explained in class. This course also requires reading external material provided and participating in a solving a fictional crime based on the experimental laboratories that are carried out during the semester. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.CHE-225: Analytical Chemistry

A study of the principles of quantitative analytical chemistry and the application of these principles to gravimetric, volumetric, electro-analytical and spectroscopic analyses. Prerequisite: L.CHE-112 or

L.CHE-245. Two lectures and two three-hour laboratory periods each week. 4 credits. Each fall semester.

L.CHE-233: Organic Chemistry I

This course deals with structure, reaction mechanisms and properties of carbon compounds, focusing on the chemistry of the hydrocarbons. The theory is illustrated in the laboratory by the preparation and identification of typical organic compounds. Prerequisite: L.CHE-111. Three lectures and one three-hour laboratory period per week. 4 credits. Each spring semester.

L.CHE-234: Organic Chemistry II

A continuation of Chemistry 233. This course deals with structure, reaction mechanisms and properties of carbon compounds, focusing on the chemistry of organic functional groups. The theory is illustrated in the laboratory by the preparation and identification of typical organic compounds. Prerequisite: L.CHE-233. Three lectures and one three-hour laboratory period per week. 4 credits. Each fall semester.

L.CHE-235: Fundamentals of Organic Chemistry

This course will provide a background in organic chemistry with an emphasis on biological applications. This is achieved through lecture, discussion and in the development of laboratory techniques. The course will provide understanding of the structure and bonding of organic molecules, the reactions and mechanisms involved in organic reactions, and the methods of the analysis of organic molecules. Prerequisite: L.CHE-111 or equivalent. Instructor permission required. Not open to students who have taken L.CHE-233.4 lectures and 1 lab per credit. 5 credits.

L.CHE-245: Quantitative Chemistry

A continuation of General Chemistry I (L.CHE-111) that builds on the Organic Chemistry (L.CHE-233 and L.CHE-234) background. Quantitative Chemistry will survey fundamental principles of physical, analytical, biological, and inorganic chemistry. The course will focus on quantitative problem solving within the content areas: kinetics, equilibrium, acid-base, crystal field theory, thermodynamics, and electrochemistry. Introduction of science communication and quantitative lab technique will be included. This course is intended for science students going on to biochemistry, analytical chemistry, and physical chemistry and replaces the General Chemistry II requirement. Prerequisite: L.CHE-111. 4 credits. Each spring semester.

L.CHE-260: The Chemistry of Art-AH

This course is about intersection of chemistry with the visual arts. Chemistry and art share some common ground. Chemists and artists both explore ways to manipulate matter in order to achieve desired ends. Both generate and analyze solutions to problems using creativity and imagination. We will learn how chemistry and art are connected by exploring how chemistry is used in the perception, creation, restoration and preservation of works of art. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110 and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.CHE-262: Global Warming- Fact or Fiction-AH

The scientific method will be used to explore the impact and assess the importance of human activities and natural events on recent increases in Earth's average global temperature. Potential consequences of this global phenomenon for future generations and us will be explored. Actions that might prevent these changes, as well as the potential economic impact of these actions on society will also be studied. Students will collect and analyze data directly. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.CHE-263: Energy & Water-AH

The availability of clean water and energy are critical to our quality of life. This course will deal with the chemistry involved with water, water pollution, and water purification. Students will

collect water from various sources and test them for various contaminants. The advantages and disadvantages of various sources of energy (fossil, nuclear, fuel cell, hydrogen, etc.) will also be discussed. Prerequisites: L.LIB-100, L.LIB105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits. Dependent upon staff and demand.

L.CHE-295: Topics

Subjects, prerequisites and credits to be announced. Dependent upon staff and demand.

L.CHE-335: Introductory Biochemistry

The structures, function, synthesis and metabolism of proteins, fats, sugars, and genetic material will be studied. Interrelationships and control within the cell will be emphasized. Prerequisite: L.CHE-112 or L.CHE-245, L.CHE-234, and L.BIO-115. 3 credits. Each fall semester.

L.CHE-335L: Biochemistry Lab

Laboratory section for L.CHE-335. 1 credit. Dependent upon staff and demand.

L.CHE-350: Biophysical Chemistry

This course treats systematically the fundamental laws and theories of chemistry from a biochemical perspective. An extended treatment is given of the properties and structure of gases, the laws of thermodynamics, the physical transformations of pure substances, the properties of mixtures, phase and chemical equilibrium, and electrochemistry. Prerequisites: L.CHE-112 or L.CHE-245; L.MAT-150 or above; L.PHY-210 and L.PHY-211, or L.PHY223 and L.PHY-224. 4 credits. Each spring semester.

L.CHE-351: Physical Chemistry

This course treats systematically the fundamental laws and theories of chemistry. An extended treatment is given of the properties and structure of gases, the laws of thermodynamics, the physical transformations of pure substances, the properties of mixtures, phase and chemical equilibrium, and electrochemistry. Three lectures and one four-hour laboratory period per week. Prerequisites: L.CHE-112 or L.CHE-245; L.MAT-160 or L.MAT170; L.PHY-210 and L.PHY-211, or L.PHY-223 and L.PHY-224. 4 credits. Each spring semester.

L.CHE-352: Quantum Chemistry

An extended treatment is given of quantum mechanics, atomic and molecular structure and spectra, crystal structure and x-ray diffraction, transport processes and chemical kinetics. Three lectures and one four-hour laboratory period per week. Prerequisites: L.CHE-112 or L.CHE-245; L.MAT-160 or above; L.PHY-210 and L.PHY-211, or L.PHY-223 and L.PHY-224. 4 credits. Fall semester, odd-numbered years.

L.CHE-381: Polymer Chemistry

A study of the organic chemistry and physical chemistry of natural and synthetic high polymers. Topics covered include the synthesis of polymers, thermodynamics and kinetics of polymerization and the characterization and testing of polymers. Three lectures and one three-hour laboratory period per week. Prerequisites: L.CHE-234. 4 credits. Dependent upon staff and demand.

L.CHE-389: Junior Seminar I: Chemical Literacy

The chemistry/biochemistry seminar sequence prepares students for success in future scientific careers and guides them through the research thesis requirement. This is the first in a four course series that focuses on chemical literacy, which will include chemical safety, retrieval of scientific information, reference management, analysis of technical writing, and oral communication of primary scientific literature. Students will develop professional relationships through mentorship, professional society membership, and alumni interaction. Prerequisites: L.CHE-234; L.CHE-112 or L.CHE 245. 1 credit. Each fall semester.

L.CHE-390: Junior Seminar II: Writing & Ethics

The chemistry/biochemistry seminar sequence prepares students for success in future scientific careers and guides them through the research thesis requirement. This is the second course in the

series and is a writing intensive course. This course focuses on the thesis introduction, ethical concerns in chemistry, participating in peer review, and development of scientific vocation and accompanying credentials. Prerequisites: L.CHE-389. 1 credit per year. Each spring semester.

L.CHE-446: Instrumental Analysis

An advanced course in analytical chemistry stressing the use of instrumental methods. Application of the techniques of infrared, ultraviolet, atomic absorption and nuclear magnetic resonance spectroscopy to chemical analyses is made. It also includes analyses based on potentiometric, amperometric, conductometric and chromatographic processes. Three lectures and one four-hour laboratory period per week. Prerequisites: L.CHE-225. 3 credits. Spring semester, odd-numbered years.

L.CHE-448: Advanced Biochemistry

The relationship between the structure and chemical properties of proteins and nucleic acids will be studied. Topics include: structure, chemistry, isolation, modification, and genetic manipulation of DNA, RNA and proteins. Three lectures and one three-hour laboratory period per week. Prerequisites: L.CHE-234, 335. 4 credits. Spring semester, odd-numbered years.

L.CHE-454: Theories of Organic Chemistry

A lecture course treating stereochemistry of organic compounds and mechanisms of organic reactions. Three lectures per week. Prerequisites: L.CHE-234, 352, which may be taken concurrently. 3 credits. Dependent upon staff and demand.

L.CHE-455: Inorganic Chemistry

Treats the nature of bonding in inorganic systems, the relationship between chemical bonding and the chemical and physical properties of inorganic compounds, the descriptive chemistry of the elements, and the use of thermodynamics, kinetics and physical methods in studying inorganic systems. Prerequisite: L.CHE-352. Three lectures and one three-hour laboratory period per week. 4 credits. Spring semester, even-numbered years.

L.CHE-489: Senior Seminar I: Portfolio-PJ

The chemistry/biochemistry seminar sequence prepares students for success in future scientific careers and guides them through the research thesis requirement. In the first part of the Senior Seminar capstone, students will continue the thesis research begun during Junior Seminar. Students will demonstrate the transferable knowledge and skills that they have developed through their liberal arts education at Loras College in a portfolio. In addition, students will professionally present their strengths and accomplishments in a cover letter and resume. Prerequisite: L.CHE-390. 1 credit. Each fall semester.

L.CHE-490: Senior Seminar II: Thesis

The chemistry/biochemistry seminar sequence prepares students for success in future scientific careers and guides them through the research thesis requirement. In the second half of the senior capstone, students will complete their research, give a seminar, present a poster and write a thesis on research projects conducted on or off campus. Prerequisite: L.CHE-489. 1 credit per year. Each spring semester.

L.CHE-491: Research

This course serves as an opportunity for students to conduct mentored research. The primary goal of the course is to provide focused time, organized reflection, and continuous feedback so that meaningful progress on a research project can be made. Open only to qualified students upon recommendation of a chemistry/biochemistry research mentor. Instructor permission required. 1 to 3 credits to be arranged. A maximum of 4 credits can be earned. Each semester.

L.CHE-495: Topics

Subjects, prerequisites and credits to be announced. Dependent upon staff and demand.

COMMUNICATION ARTS

L.COM-121: Acting I

A studio performance course designed for the beginning actor, as an exploration, through both theory and practical application, of acting performance for the stage. Styles of acting approached within the class include improvisation, view pointing, method and commedia; with the major area of focus being improvisation. The course requires frequent stage performance. Some background in theatre performance is recommended. 3 credits.

L.COM-125: Go Dog Go: The Human/Canine Connection

“Man’s (sic) best friend,” “It’s a dog’s life,” “Fighting like cats and dogs.” These are more than sayings and phrases linked to a popular domestic animal. They are cultural references to the many communicative characteristics of the canine. In addition to their long-time role of family pet, herder, and police support staff, dogs are increasingly used for disability assistance, prisoner rehabilitation and nursing home fellowship. This course will immerse students in selected communication theories. Specifically, the course examines communication concepts such as perception, emotions, interpersonal interaction, compliance gaining, verbal messages and nonverbal messages. The course will also expose students to professionals who train and utilize dogs for their many communicative abilities. Students will complete service work. 3 credits. January term.

L.COM-131: Introduction to Mass Communication

A wide-ranging survey of the history, functions, effects, social issues and ethical responsibilities of the media. Includes theory grounded in mass communication. A minimum grade of C is required for students majoring in media studies or public relations. 3 credits.

L.COM-158: Introduction to Television Production

A study of the basic techniques and methods of effective television broadcasting, programming, production, and studio operations. 3 credits.

L.COM-159: Mock Trials

Intercollegiate participation as an attorney or witness in a simulated court trial or in a mediated settlement conference; stresses analytical and presentational skills. In part, the student will be evaluated by professors, attorneys, and judges. Prior legal knowledge not essential. Consent of instructor required prior to enrollment spring semester. 1 credit.

L.COM-164: Digital Imaging

This course combines the basic techniques of creating and manipulating images in a digital format through digital photography and Photoshop software. 3 credits.

L.COM-190: Communication Theory

An introduction to the theories and applications of communication in our daily lives. Various approaches exploring interpersonal, intercultural, organizational and mediated forms of communication will be studied. 3 credits.

L.COM-193: Theatre Practicum

Hands-on experience through participation in a Loras Players production. Credit may be earned by participation in either the technical areas of the production or by participation as an actor. Contact the Director of the Loras Players. 1-3 credits.

L.COM-201: Principles of Public Relations

A basic course introducing the theories, processes and techniques involved in researching, planning and implementing programs designed to influence public opinion and behavior, particularly as based on communication theory. 3 credits.

L.COM-202: Public Relations Writing

A fundamental skills course in writing, editing and designing materials for use in public relations. For students majoring in public relation, the program requires a minimum grade of B- in this course. Prerequisite or concurrent: L.LIB-105 or ENG 111. 3 credits.

L.COM-204: Organizational Communication

A review of the classic and contemporary perspectives of organizational communication, including cultural and critical approaches. This course also explores organizational communication processes such as decision-making and conflict management. Prerequisites: L.COM-190 or concurrent enrollment. 3 credits.

L.COM-207: Stagecraft

An exploration and experience in the various aspects of recreational and educational theater. Emphasizes basic technical production elements, including scene construction, costumes, lighting, painting, properties, etc. Requires classroom demonstration production exclusive of acting. 3 credits. Prerequisite: L.LIB-110.

L.COM-225: Media Writing

Emphasis on format, style, and writing techniques in radio, print, web and television. Practice in the development and scripting of news stories, commercials, and PSAs. For media studies majors or minors, the division requires a minimum grade of C+ in this course. Prerequisite: L.LIB-105 or L.ENG-111; Prerequisite or Corequisite: L.COM-131. 3 credits.

L.COM-235: Experimental Video

This course will explore the theory, criticism, and production of experimental video. Students will become acquainted with the purpose and motivation of experimental video in relationship to narrative and documentary forms. Prerequisite: L.COM 158 or L.COM 164 or permission of instructor. 3 credits.

L.COM-250: Western Theatre-AA

An exploration of the history of live theatre as it developed throughout Western culture, with emphasis placed on the major historical periods from ancient Greek to the modern Realism/Antirealism movement. The course incorporates a variety of approaches including student presentations, historical research, and group activities. Requires lab time to view two live theatre performances. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.COM-251: American Theatre-AA

A general introduction to live American theatre with emphasis placed on audience appreciation and understanding of production practices. Through a variety of approaches such as student presentations, group activities, and theatre performance, the course considers and explores methods used by American theatre artists. Requires lab time to view two live theatre performances. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.COM-255: Interpersonal Communication-AI

This course embraces three themes central to the "Identity and Community" category. The themes include (1) person-to-person interaction with friends, family members, romantic partners, and co-workers; (2) how the roles of community, culture, and gender influence person-to-person interactions; and (3) how technology and media influence person-to-person interactions. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.COM-257: Electronic Field Production

Creative video production in out-of-studio locations; includes concept development, audience analysis, cinematography, audio sweetening, lighting, digital editing. Includes the creation of commercials, dramatic and documentary production. Prerequisite: L.COM-158. 3 credits.

L.COM-259: Mock Trials

Intercollegiate participation as an attorney or witness in a simulated court trial or in a mediated settlement conference; stresses analytical and presentational skills. In part, the student will be evaluated by professors, attorneys, and judges. Prior legal knowledge not essential. Consent of instructor required prior to enrollment spring semester. 1 credit per quarter. Can be repeated.

L.COM-262: Photojournalism

Hands-on examination of the process of telling journalistic stories through photography. Includes work in interviewing, topical research and image composition. 3 credits. January term or offered as needed.

L.COM-263: The Wonderful World of Animation

Students will experience the world of animation while examining the impact and development of animation in relation to its emergence as a part of the entertainment and information industries. A major part of the course will consist of an in-depth experience with animation software and other techniques used to create animation. No prerequisites. 3 credits. January term.

L.COM-264: Desktop Publishing

Principles and theories of design and layout used in developing a variety of publications. Includes typography, graphics, and copy fitting. Emphasizes computer-assisted publishing based on page layout and graphics programs. Students must demonstrate computer competency. Open only to public relations majors and minors. 3 credits.

L.COM-280: News Analysis

An examination of the selection, content, and delivery of print and broadcast news on the local and national levels. Students will engage a variety of news sources in order to analyze their methods of presentation and structure and in order to gain a greater understanding of the media's role in determining what news is. L.COM-158 can be taken prior to L.COM280 or concurrent with L.COM-158. 3 credits.

L.COM-285: World Cinema-AA

An international survey focusing on films of cultural, historic, and artistic significance. The course utilizes film history and film theory to introduce students to the diversity of motion pictures as an art form and as a transmitter of culture. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220.

L.COM-286: Identity & Community in Rock & Roll-AI

A survey of the historical progression of rock and roll from its pre-rock origins to the present. The course focuses on how rock music has given a voice and identity to various subcultures of the past 50 years, including hippies, punks, rappers, and Rastafarians. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB135, or L.LIB-220. 3 credits.

L.COM-289: Global Filmmaking

A creative, video production course in which students travel to international and/or domestic locations to produce a film. As a production unit, students will engage in all elements of the production process, including research, writing, cinematography, editing, and distribution. The location, genre, and film style of each production will vary each year. Indicative work includes documentary, ethnographic, and narrative filmmaking. This course can be repeated. Open to sophomores, juniors, and seniors subject to professor approval. 3 credits. January term.

L.COM-290: Communication Management

An overview of the communication management process with an emphasis on both theory and practical application. The student will study, analyze, and draw conclusions from topics such as: audience research, media programming, ownership, legal and regulatory issues as well as other internal and external influences affecting the communication manager. Prerequisite: L.COM-131. 3 credits.

L.COM-293: Media Studies Practicum Staff

Hands-on experience at the campus TV station or radio station. Experiences may include on-air talent, reporting, producing, news writing, editing, and management. Can be taken up to three times. Media Studies majors are required to complete a COM 293 and COM 493 sequence. Prerequisite: L.COM-158. 1 credit.

L.COM-296: The Haight-Ashbury: Exploring the History and Legacy of the Hippies-AI

This course will consider the philosophies, lifestyles, cultural products and legacy of the 1960s counterculture commonly known as the “hippies.” In particular the course will examine how the hippies rejected the values of their parents’ generation and embodied opposing values. This will entail looking at the origins of the hippies in the Beat Generation of the 1950s and their bohemian lifestyle, the height of the hippie movement in the Summer of Love of 1967, the demise of their utopian idealism, and the longer-lasting legacy of the counterculture in a variety of significant cultural movements, including environmentalism, pacifism, feminism, and a generally greater societal openness. The course will explore these topics through lectures, readings, films, music, discussion, and a trip to San Francisco and Monterey to visit the center of the hippie movement, the Haight-Ashbury District, and the location of the Monterey International Pop Festival. 3 credits. January term.

L.COM-300: Theatre Performance Through Workshopping

This course is developed so as to allow students to explore the performance art of “live theatre.” Through work-shopping techniques such as improvisation, storytelling, and speed writing; students will write, rehearse and perform as original performance piece. Previous performance experience is recommended. Instructor permission is required. 3 credits. January term.

L.COM-302: Creative Children’s Theatre

Students will explore the world of children’s theatre by creating an original script for performance during the spring semester. Students will formulate a performance concept, analyze submitted pieces from local elementary schools, provide feedback on the submitted pieces through a rubric developed by the class, and create a performance script based on the chosen pieces. Students must be available to participate in the children’s production during the spring semester. Permission of the instructor is required. 3 credits. January term.

L.COM-305: Media Convergence

An examination of the methodologies, trends, and practices of social media technology in journalistic mediums. Extensive work in application of those technologies for mobile journalists. Prerequisite: L.COM-131. 3 credits.

L.COM-348: Motion Graphics

This is an upper level, creative production course applying the concepts, techniques, and skills of motion graphics using Adobe After Effects. Through exercises and the process of creating their own unique work, students will develop an understanding of a variety of technical and conceptual methods when executing idea into form for both commercial and creative productions. Prerequisites: L.COM-158 or L.COM-164 or permission of instructor. 3 credits.

L.COM-351: Advanced Public Relations Writing

A continuation of the basic public relations writing course that stresses working with media personnel and writing for Internet and media formats. Requires students to conduct situational analysis and to demonstrate a grasp of appropriate principles. Prerequisite: L.COM-202. 3 credits.

L.COM-352: Advanced Broadcast Writing

Further development of skills introduced in the basic broadcast writing course, emphasizing longer and more complex formats, documentaries, corporate videos, and narrative programs. Elements to be included are knowledge of structure, flow, and appropriate presentation of content. Prerequisite: L.COM-225. 3 credits.

L.COM-357: Advanced Television Production

Further study and practice in television production and theory for the advanced student; emphasis on how to manage and direct productions. Requires individual demonstrations in traditional and experimental styles and forms. Limited enrollment. Prerequisite: L.COM257. 3 credits.

L.COM-365: Cinema: Critical Analysis

This course provides an overview of some of the theories by which films have been critiqued over the years. These include auteur theory, genre theory, feminist theory, and postmodern theory. 3 credits.

L.COM-375: Roots: Blues & Rock & Roll

Course examines the origins and significance of the Blues and Rock & Roll by focusing on two of the most important musical artists of the 20th century: Robert Johnson and Elvis Presley. Includes travel to Memphis and the Mississippi Delta Region. The course will look at the historical, musical, and cultural contexts in which the music was created. 3 credits. January term.

L.COM-380: Persuasion

A survey and application of theories and premises derived from rhetorical theory as well as behavioral and communication studies; emphasis on uses of persuasion in media and public relations efforts. Prerequisites: L.LIB-110, L.COM-190 (may be enrolled concurrently). 3 credits.

L.COM-388: Art & Dissent in Czechoslovakia-AC

This course examines ways in which the arts, including literature, music, film, theater, and the visual arts, were used as forms of dissent and resistance in the 20th century. Representative topics include the life and literature of Franz Kafka, the creation and performance of art in the concentration camp at Terezin, the films of the Czech New Wave of the 1960s, the music of the Plastic People of the Universe, and the dissident writings of Vaclav Havel and others in the aftermath of the Soviet invasion of 1968 and how they contributed to the fall of Communism. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.COM-390: Media Criticism

A study and application of critical analyses of the media. Students will examine standards and theories applicable to the media, including aesthetic, social, regulatory, and production goals and strategies. Students will also study the media's obligations to the public, as well as the economics and politics of media production in light of its operational structure. Students will be required to know and apply abstract concepts to media texts. Prerequisite: L.COM-131. 3 credits.

L.COM-393: Communication Law

An analysis of legal regulation of communication: First Amendment, defamation, privacy, media access, free press-fair trial and commercial speech. The student is expected to read, evaluate, research, write and articulate significance in selected judicial opinions. Substantial background in media, public relations, politics or history recommended. A minimum grade of C is required for students majoring in media studies. 3 credits.

L.COM-394: Internship

Credit will be allowed for off-campus cooperative education experiences consistent with the student's background. Weekly reports, evaluation forms and conferences are required for credit to be received. Prerequisite: Substantial background in courses or experiences preparing the student for independent work in the area of the internship. Prior approval of the chairperson is required. Credit varies.

L.COM-395: Topics

An examination of various communication topics and/or issues. 3 credits.

L.COM-454: Public Relations Case Studies

An advanced course requiring analysis and evaluation of historical and current public relations situations, particularly the impact on organizational structure and the decision-making process.

Prerequisites: senior standing in the public relations major or minor or the consent of the instructor. 3 credits.

L.COM-485: Communication Research

The course examines the conceptual foundations of contemporary communication research, literature in the field of communication, processes and uses of quantitative and qualitative analysis, research methods in the discipline and the ethical issues of research. Students will produce an extensive research paper. A minimum grade of C is required for students majoring in Media Studies or Public Relations. Prerequisite: Senior standing in public relations or media studies or the consent of the instructor. 3 credits.

L.COM-490: Public Relations Senior Seminar & Portfolio-PJ

The seminar is designed to prepare public relations students to seek and secure postgraduate employment. Students will be required to complete an electronic portfolio. Prerequisite: senior standing in public relations or the consent of the instructor. 3 credits.

L.COM-491: Media Studies Capstone

A seminar-style course requiring the student to prepare a major project or research paper for presentation in the spring semester. The course will explore a variety of advanced media topics. Prerequisite: Senior standing. 3 credits.

L.COM-492: Journalism Practicum

Hands-on experience with The Lorian or MyDuhawk.com converged website. Journalism minors must take two semesters; one semester with The Lorian and one semester with MyDuhawk.com. Instructor approval required. 1 credit.

L.COM-493: Media Studies Practicum Staff

Hands-on experience at the campus TV or radio station. Students are required to perform in a producing or management role at the station. Can be taken up to three (3) times. Prerequisite: L.COM-293. 1 credit.

L.COM-498: Directed Readings

Independent Study course. See Division Chair for more information.

COMPUTING & INFORMATION TECHNOLOGY

L.CIT-110: Principles of Computing and IT

This is an introductory course focused on the use of computing technology to solve problems, as well as offering hands-on experience with common computer applications. These applications will be used as tools to help students analyze problems and structure solutions, and include word processing, database, spreadsheet, program development, and the internet. Topics will include personal computer hardware and software, operating systems, computer networks, and information assurance. Prerequisite: Three years of high school mathematics including one year of Algebra II with a grade of C- or better or L.MAT-113 or higher. 3 credits.

L.CIT-115: Introduction to Programming

This course provides an introduction to the software engineering principles and tools used in the solution of problems, introduces a programming language and introduces students to social and professional concerns which arise with the use of computers. Prerequisite: L.MAT-117 or above. 4 credits.

L.CIT-221: Data Analysis

This course focuses on evaluating and analyzing different types of business-related data and developing effective solutions. It will utilize current spreadsheet and database software as tools to facilitate the interpretation of the data. The course will have a lab component requiring student

laptop computers equipped with spreadsheet and database software. Prerequisites: L.ACC-227 or L.ACC-228. 3 credits.

L.CIT-225: Data Structures & Algorithms

This course provides an introduction to basic data structures and abstract data types. It introduces a variety of algorithms and problem-solving strategies as well as elementary algorithm analysis. Prerequisite: L.CIT-115 or L.EGR-116. 4 credits.

L.CIT-310: Artificial Intelligence

This is an upper-level course focused on the development of intelligent agents. This course covers what an intelligent agent is, how intelligent agents view the world, and how intelligent agents solve problems. The types of agents discussed include those that search for solutions, those that analyze data, and those that learn from their surroundings. Prerequisite: L.CIT-225. 3 credits.

L.CIT-311: Human Computer Interaction

This course provides an introduction to the discipline of Human Computer Interaction. It is concerned with the design, evaluation and implementation of effective computing systems for human use. Topics that will be covered are: history, principles for design, understanding users and their task, designed with the user, basic human factor, and designing visual interfaces. Prerequisites: L.CIT-115 or L.EGR-116 and at least one other course from the following: L.CIT-225, L.CIT-326, L.CIT-327, or L.CIT-332. 3 credits.

L.CIT-317: Network Management

This course focuses on LAN management issues associated with evaluating, installing, and administering computer networks. This course will integrate current technology and internetworking issues within the context of network operating systems and hardware. The course will have a lab component requiring dedicated desktop and server computers, and network hardware. Prerequisite: L.CIT-110 and L.CIT-221. 3 credits.

L.CIT-318: Database Management

Database Management is a study of the database models, the design, development, and implementation of a database, E-R and UML diagrams, SQL query language, normalization, database selection, distributed databases, ethical use of databases, and database security and control. Prerequisite: L.CIT-110 and L.CIT-221. 3 credits.

L.CIT-319: Computer Organization & Architecture

This course introduces the fundamentals of computer hardware where the students will learn basic building blocks of a small computer and how the hardware and software interface with one another. This course includes lab component where students learn the basic building blocks of computer hardware. Prerequisite: L.CIT-115 or L.EGR-116. 4 credits.

L.CIT-320: Web Publishing

This course is designed to introduce you to the tools, techniques, and skills needed to publish and manage materials posted on a web site. It introduces basic HTML coding and the skills needed to publish simple web pages on an internet server. It then continues to build on authoring techniques, and introduces programming with JavaScript, a popular web programming language. It also covers topics on web design, web project management, and web maintenance from the management, technical, and user perspectives, culminating with a comprehensive web site application. 3 credits.

L.CIT-325: Algorithm Design & Analysis

This course introduces various algorithm design strategies, familiarizes students with well-known algorithms from a variety of areas, does average and worst-case time analysis of algorithms, and extends the set of data structures with which the students are able to work. Prerequisites: L.CIT-225 and L.MAT-230. 3 credits.

L.CIT-326: Visual Basic Programming

This course focuses on continued development of computer applications, focusing on programming software in an object-oriented/event-driven environment by taking full advantage of the Microsoft Visual Basic programming language. The course integrates hands-on real-world scenarios with in-depth discussions of programming concepts and techniques. The course will have a lab component requiring student laptop computers equipped with the Microsoft Visual Basic programming software. Prerequisite: L.CIT-110 and L.CIT-115. 3 credits.

L.CIT-327: Structured COBOL Programming

This course introduces the student to the COBOL programming language, still one of the most popular business programming languages. The main focus of the course is to plan and code working computer programs. Topics covered include sequential file processing, common program structures such as decisions and loops, tables, data validation, batch and online processing, and direct access file processing. Prerequisite: L.CIT-115. 3 credits.

L.CIT-332: Web Programming

Students learn a programming language designed to be used on the internet. Then, by working on projects that use the language students learn about the different technologies used on the World Wide Web, such as network and inter-network protocols, process-to-process communication, interfacing to databases, human-computer interaction, and intelligent agents. Prerequisite: L.CIT-115 or L.EGR-116. 3 credits.

L.CIT-340: Machine Learning

This course introduces students to topics in the Machine Learning area of Artificial Intelligence. It will include an introduction to some popular algorithms computers use to make decisions and predictions based on problems consisting of varied types of data. In addition to utilizing the algorithms themselves, students will learn about different methods of evaluating these algorithms and how to choose an algorithm for a particular problem. Prerequisite: L.CIT 225. 3 credits.

L.CIT-350: Computer Graphics

This course provides an introduction to computer graphics. This will include some of the fundamental algorithms as well as experience in graphics programming using OpenGL. Prerequisite: L.CIT-225. 3 credits.

L.CIT-357: Foundations of Programming Languages

This course provides an introduction to programming language design and implementation. It provides experience in a variety of programming paradigms as well as an introduction to programming language theory. Prerequisite: L.CIT-225. 3 credits.

L.CIT-394: Internship

This course provides structured experience in a work environment outside the classroom.

Prerequisites: Two courses in CIT. GPA of 3.0 overall. Credit varies.

L.CIT-440: Operating Systems

The focus of this course is the study of the fundamental algorithms used to manage the hardware resources of a computer. The topics include CPU scheduling, file structures, memory management, deadlock detection and avoidance, and concurrency control. Prerequisites: L.CIT-319 and L.CIT-225. 3 credits.

L.CIT-485: Systems Engineering

This course uses modeling techniques that aid in the analysis of computer information systems. Students will study, create, and analyze various models and utilize them in designing these systems. Students will also analyze how these systems fit into an organization's overall structure and strategic plan. Prerequisites: L.CIT-115, L.CIT-317, L.CIT-318 and senior standing. 3 credits.

L.CIT-489: Systems Implementation

System Implementation is a capstone experience for CIT majors in the MIS track. Ethics cases, a portfolio, a research paper, a class project, and an individualized computer project are required. Students will synthesize computer knowledge obtained in previous courses, as well as more in-depth research in an area of interest. Prerequisite: L.CIT-430. 3 credits. Each spring semester.

L.CIT-490: Capstone Project

This course provides the experience of a semester-long group project. It requires the students to apply their hardware and software skills in a group setting where cooperation and coordination are necessary for the successful completion of the project. Prerequisites: must have completed at least four courses in CIT numbered 200 or above and have senior standing. 3 credits.

L.CIT-490E: Comprehensive Examination

A placeholder course which indicates attempt and completion of the required comprehensive examination. 0 credits. Pass/fail only.

L.CIT-491: Project Management

This course provides concepts, methods and techniques in project management and applies them in an information technology environment. The student will apply the concepts and techniques learned to “real-world” cases. The student will evaluate cases using the methods provided and will work as part of a team to manage a project. The course will have a lab component requiring student laptop computers equipped with project management software. Prerequisites: L.CIT-110, L.ACC-228. 3 credits.

CRIMINAL JUSTICE

L.CRJ-120: Introduction to Criminal Justice

Introduction to Criminal Justice is designed to give students an academic and applied understanding of the criminal justice system. Students will be expected to conduct observations in law enforcement, courts, and corrections outside of class. Current research publications on immigration, sentencing reform, incarceration rates, street drugs, and evidence-based smart approaches to crime will be explored. Students will also learn about the history and philosophy of criminal justice through class discussions, assigned readings, observations, field trips, and guest speakers. 3 credits. Each semester.

L.CRJ-224: Criminal Law

The history of criminal law, the elements of crime, and the development of both in the United States. Included also are arrest and courtroom procedures. 3 credits. Each fall semester.

L.CRJ-252: Criminology

A comprehensive analysis of crime in the United States, emphasizing the causes and consequences of criminal activity. Consideration is also given to theories of crime and societal responses to criminal behavior. 3 credits. Each semester.

L.CRJ-253: Introduction to Corrections

An introductory examination of the treatment of criminal offenders in the United States. The history of punishment and its relationship to current competing correctional philosophies is discussed. Major topics include probation, prisons and their operation, and parole. 3 credits. January term, each semester.

L.CRJ-260: Victimology

A study of the origins of crime victimization and the various theories related to this area of criminal justice and an exploration of the historical trends and responses to the issue of crime victimization. Emphasis will be placed on the differences between violent and nonviolent victimization, issues related to restorative justice, victim-offender mediation and the emergence of the movement to support victims' rights. 3 credits. Dependent on staff and demand.

L.CRJ-276: Restorative Justice-AC

This course examines the development of restorative justice in the United States and other countries around the world. The impacts of culture, history, and socio-political contexts that have given rise to the implementation of restorative justice practices are identified and discussed. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB130, L.LIB-135, or L.LIB-220. 3 credits. Dependent on staff and demand. Not open to cross-registration.

L.CRJ-280: Ethical Considerations in Criminal Justice-AV

This course is an examination of ethical considerations within the context of decision-making by criminal justice practitioners and policies of the American criminal justice system. As such, the course will examine morality, ethics, and human behavior from the perspective of various ethical philosophies and their application to a system of social control agencies. In addition, specific ethical dilemmas and controversies associated with the administration of justice in law enforcement, the judiciary, and corrections, as major components of the criminal justice system, will be addressed. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. Dependent on staff and demand. Not open to cross-registration.

L.CRJ-300: Criminal Investigation

The fundamentals of criminal investigation, including crime scene procedure, crime scene search, collection and preservation of evidence, a survey of related forensic science, police reports, interviews and interrogations, and methods of surveillance. Methods of preparing and presenting the case to the court are also studied. Prerequisites: L.CRJ-120, L.CRJ-252, L.CRJ-253. 3 credits. Dependent on staff and demand.

L.CRJ-312: Crime Prevention

Familiarization with various theoretical approaches to crime prevention and the framework for describing and understanding current crime prevention initiatives. Emphasis will be placed on the examination and evaluation of current institutional and community crime prevention programs. Prerequisites: L.CRJ-120, L.CRJ-252, L.CRJ-253. 3 credits. Dependent on staff and demand.

L.CRJ-320: Juvenile Delinquency & Justice

A sociological analysis of the nature of delinquent behavior and key components of the juvenile justice system. An examination of family, neighborhood, school, peer group, social class and cultural determinants of delinquency. In addition, societal attempts to control and prevent delinquency will be considered. 3 credits. Each fall semester.

L.CRJ-321: Police & Society

An examination of the police image in a changing society, including police-citizen partnership in crime prevention. Issues in policing, including use of deadly force, stress, education, and corruption, together with administrative issues, including recruitment, promotion and management are considered. Prerequisites: L.CRJ-120, L.CRJ-252, L.CRJ253. 3 credits. Dependent on staff and demand.

L.CRJ-323: Research Methods in Criminal Justice

Course that will develop basic knowledge and skills of social research. Focus is on the research methods criminologists, sociologists, social workers, and other practitioners in the social sciences field employ to study social phenomena. Critical evaluation of all phases of the social research process. Requires that students memorize, comprehend, and apply social scientific terms to the analysis and evaluation of information. Juniors and Seniors only. Prerequisites: L.MAT-115 or equivalent statistics course. 3 credits. Each spring semester.

L.CRJ-325: White Collar Crime

An examination of both occupational and organizational criminality. Special attention will be directed to the unique nature of white collar criminality in light of our traditional understanding of crime. The course will explore such issues as the evolution of regulatory law, corporate responsibility, and the

limits of the law and law enforcement in combating white collar crime. 3 credits. Dependent on staff and demand.

L.CRJ-398: Empirical Research

Opportunity for student to conduct advanced research under the direction of criminal justice Faculty member. Faculty approval required. Prerequisites: L.CRJ-323. 1 to 3 credits. Dependent on staff and demand.

L.CRJ-401: Law Enforcement Decision-Making and the Use of Force: A Virtual Reality Training Ground.

This course examines at law enforcement accountability in use of force incidents through a number of lenses. First, the students will examine historical and current elements of accountability and contemporary issues related to accountability for law enforcement agencies. Second, the students will experience decision-making and be held accountable for decisions they make in simulations of well-known use of force scenarios. Finally, students will compare and contrast their learning experiences regarding accountability in and out of the classroom. This course will be held off-campus at NICC in downtown Dubuque. This class includes a course fee of \$350. A medical release is required for this course.

L.CRJ-480: Senior Seminar-PJ

As a senior seminar and portfolio course, this course has three primary foci. First, the course provides students with the opportunity to reflect upon their experiences at Loras College both within and without the criminal justice major and to identify the ways that these experiences have prepared them to move forward in their lives after college (fulfilling the Portfolio requirement). Second, the course provides students the opportunity to examine the causes of crime from the viewpoint of offenders and to integrate that examination into the knowledge gained in prior criminal justice courses. Finally, the course requires students to engage in an in-depth research paper regarding a criminal justice career to gain greater insight into their future profession. Juniors and Seniors only. Spring semester.

Restrictions: Open only to students with senior status. Prerequisites: L.CRJ-120, L.CRJ-224, L.CRJ-252, L.CRJ-253, L.CRJ-320, L.MAT-115, and L.CRJ-323 OR L.PSY-211 OR L.SOC-332. 3 credits. Each fall semester.

L.CRJ-490: Criminal Justice Field Instruction

Individually planned and supervised experience in a criminal justice agency which will enable students to integrate criminal justice knowledge with practical experience. Students will earn 3-9 hours of academic credit for successful completion of their field instruction experience. Application for field instruction must be made to and accepted by the Criminal Justice Field Instruction coordinator. This course is offered only to criminal justice majors who have completed most of the required courses. Summer term. Each semester.

ECONOMICS

L.ECO-221: Principles of Microeconomics

Have you ever wondered why airlines charge higher prices when you walk in off the street than if you call in advance? (or why movie theaters charge children half-price tickets when they take up a whole seat? why bars have happy hours, or senior citizen discounts, or why the government taxes cigarettes and alcohol?) This class gives insight into the market system and how it works. Students will uncover the workings of the free market system to discover how prices are determined and how other economic decisions are made. 3 credits.

L.ECO-222: Principles of Macroeconomics

Why is the U.S. standard of living higher than that of most other countries, and what does the standard of living depend on? What causes the unemployment rate to rise, and why do some countries suffer from inflation? What determines the exchange rate between the dollar and the

Euro? These questions and more will be discussed as students learn more about the economy in which they live. This course can be taken prior to L.ECO-221. 3 credits.

L.ECO-236: Quest for Ethical Development-AV

This class focuses on the relationship between developing and developed countries and the impact of economic progress on the global environment. Who benefits from economic growth and development? Why have some countries grown so rich while others have remained so poor? What has been the effect of economic development on women? Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-120, L.LIB130, or L.LIB-135. 3 credits.

L.ECO-237: Community/Identity in Urban America-AI

Eighty-five percent of all Americans now live in or near 350 cities. A variety of institutional, technological and economic factors contributed to this urban metamorphosis. Students will investigate this urbanization process as well as the myths and realities of our rural and urban culture as they transformed our personal identity and shaped our communities and institutions. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-120, L.LIB-130, or L.LIB-135. 3 credits.

L.ECO-254: God, Catholicism & Capitalism-AV

The basic task of any economic system is the production of enough goods and services for its own survival. The burdens of production and the spoils of distribution are often inequitably allocated among members of society. Why is there poverty among great wealth? Why are populations allowed to starve while others do not have enough space for their garbage? This course utilizes Catholic social teaching and various ethics theories to explore economic and social issues that plague societies and to explore the meaning and measurement of fairness or justice. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ECO-321: Intermediate Microeconomic Theory

A theoretical analysis of the pricing and output decisions of firms and industries within a free market economy. Required for majors and minors. Prerequisites: L.ECO-221 and 222. Not open to first year students. 3 credits.

L.ECO-322: Intermediate Macroeconomic Theory

Our ability to achieve our economic goals (full employment, price stability and economic growth) depends upon a theoretical understanding of how these goals are measured, what causes the frequent ups and downs of the business cycle, and what policy prescriptions (monetary and fiscal) are available to mitigate these fluctuations. Required for majors and minors. Prerequisites: L.ECO-221 and 222. Not open to first year students. 3 credits.

L.ECO-334: International Trade:

An introduction to the theory of international trade, balance of payments behavior, the causes and consequences of public policies to control trade and foreign exchange rates, the process of international payment mechanisms and their effects on national economies. Not open to first year students. 3 credits.

L.ECO-335: Comparative Economic Systems

A study of the theoretical and institutional aspects of current economic systems throughout the world. Discussion focuses upon the different forms of capitalism in the Western world and various kinds of socialism, with particular emphasis upon countries that are in transition from socialism to capitalism. Not open to first year students. 3 credits.

L.ECO-336: Economic Development

Why do some countries grow faster than others? Why is the standard of living so much higher in the U.S. than in, say, India? How can we be assured that a country's standard of living will continue to

increase so that its children can enjoy a better life? The study of economic development addresses these questions and many more. Not open to first year students. 3 credits.

L.ECO-345: Monetary Theory & Policy

The recent financial crisis (2008-09) and subsequent recession has resulted in a greater emphasis upon the theoretical, institutional, and regulatory underpinnings of our (as well as the global) monetary and financial system. This course emphasizes the importance of money, interest rates, government policy, the Federal Reserve and their influence on the economy. Not open to first year students. 3 credits.

L.ECO-346: Public Finance

The federal government spends trillions of dollars each year. What are the areas of expenditure and what would society gain or lose in each by spending more or less in each? Most of this money is raised by taxes. What is the effect of these taxes on the economy? Is there a way to make the tax and expenditure system more efficient and/or more equitable? These and other issues will be discussed, inclusive of taxes and spending at the state and local level. Not open to first year students. 3 credits.

L.ECO-349: Government, Business & the Public Sector

A study of the relationship between market power and economic performance and the role of government in the U.S. economy combined with a survey of U.S. antitrust laws, taxation, and public utility regulation. Not open to first year students. 3 credits.

L.ECO-351: Labor Economics

An overview of the factors affecting the labor market and their policy implications, along with a history and analysis of the labor movement and collective bargaining. Not open to first year students. 3 credits.

L.ECO-353: History of Economic Thought

A study of the emergence of economics, the only social science to award a Nobel Prize, takes us down a fascinating road of ideas and individuals, but one filled with intellectual detours and analytical dead ends. We meet Adam Smith, the father of modern economics, who was reported to have been so lost in thought that he fell into a hole in the street as he was walking. After reading Thomas Malthus' Essay on Population, Charles Darwin developed his main ideas contributing to The Origin of the Species. Not open to first year students. 3 credits.

L.ECO-419: Econometrics

Econometrics is a primary tool for both macroeconomics and microeconomics. With help from the instructor, students will design, set up, and analyze econometric models on the cause and effects of economic and social issues that may include crime, inflation, economic growth, the stock market and education. Prerequisites: L.ECO-221, 222, and L.BUS-250 or L.MAT-115. 3 credits.

L.ECO-490: Economics Seminar

The objectives of this course are to set up and seek solutions to economics issues: inflation, unemployment, crime, the interest rate, Federal Reserve Bank policy, international trade, economic growth and many other issues. Through the application of theoretical models such as the IS-LM, AS-AD, and the money market models, and the use of cost/benefit and econometric models, students will put economic theory to the test by completing a thesis that attempts to explain real life phenomena. Required for majors. Restrictions: Open only to students with senior status. 3 credits.

ENGINEERING

L.EGR-105: Intro to Engineering I

Introduction to the engineering profession and its disciplines. Introduction to engineering design. Visualization of objects. Manual sketching of pictorials (isometric, oblique). Solid modeling using

SolidWorks CAD software. Multi-view projection theory and standard engineering drawing practices (reading, dimensioning, auxiliary views and section views). 3 credits.

L.EGR-106: Intro to Engineering II

Engineering design process applied to a team project involving the creation of a product that meets specific design specifications. The design project and other engineering problems will involve conceptualization, analysis, and implementation. Oral and written reports that are typical of engineering design process are required. Prerequisite: L.EGR-105. 3 credits.

L.EGR-116: Intro to Programming with Robotics

This course provides an introduction to programming using a single board computer module commonly applied in small robotics projects. Students learn the basics of programming, variables, control statements, and functions as applied to programming real-time robotic systems.

Prerequisite: L.MAT 117. 4 credits.

L.EGR-200: Engineering Prototyping

This course serves as an introduction to engineering design prototypes. The primary focus will be on the design, prototype, and test processes associated with creating a prototype. These prototypes will target designing electromechanical or biomedical systems. Skills practiced include teaming, project and time management, locating materials and services, conflict resolution, experimental design, oral and written reports. Students will complete self-reflection and self-assessment exercises. 3 credits.

L.EGR-231: Engineering Statics

An introduction to engineering statics. Topics include vectors, resultants, equilibrium, structural analysis, centroids, shear and bending moment diagrams, friction, and moment of inertia.

Prerequisite: L.MAT-150 or above. 3 credits.

L.EGR-232: Engineering Dynamics

An introduction to engineering dynamics. Topics include kinematics and kinetics (displacement, velocity, acceleration, work, energy, impulse, and momentum) for particles and rigid bodies.

Prerequisites: Sophomore standing; L.EGR-231. 3 credits.

L.EGR-236: Properties & Mechanics of Materials

Introduction to materials and solid mechanics of typical engineering materials. Introduces basic theory of deformable bodies by analyzing stress/strain relationships in objects. Topics in solid mechanics include strains, stresses, Mohr's Circle, deflections of beams, and simple structural members.

Prerequisites: L.MAT160 or higher, L.EGR-231. 4 credits.

L.EGR-242: Manufacturing Processes & Design

Method of commercial manufacturing. Includes topics of casting, forging, forming, joining, cutting, drilling, milling, and lathe work. Also includes: designing parts to make them easy to manufacture, workshop laboratories where students learn basic use and safety of metal and wood working equipment; completion of a project where students design and construct a project of their choosing; and tours of local manufacturing facilities. There are no prerequisites although a CAD background may be helpful. 3 credits. January term.

L.EGR-250: NASA Astronautics

Hands-on, engineering-based activities and with data collection technology integration for real-world analysis. Project-based learning that includes sustainable habitat construction, strategic scientific planning and investigations, a two-stage rocket launch, heat shield design, cryogenics chamber design, robotics underwater "astronaut training," collaborative teaming and global awareness development. Behind-the-scenes access to including tours of actual astronaut training and work facilities, such as NASA Johnson Space Center, Rocket Park and the Neutral Buoyancy Laboratory. Hear from guest speakers about what it takes to work at NASA and the projects that prepare humans for space exploration. Prerequisite: MAT 117 or higher. 3 credits.

L.EGR-308: Biomechanics and Biomaterials

This course provides an introduction to the interaction of artificial components with both the in vivo mechanics and biochemistry. Specific topics include the structure, function, and mechanical properties of biological tissues and biomaterials as well as biological responses and toxicity. This information is used then to identify the optimal materials to use for a variety of biomedical applications (drug delivery, stents, replacement joints, etc.) This course is required for the Biomedical Engineering option but will also be open to other students on campus interested in the subject. This includes in particular pre-health students who want to have a better understanding of biomechanics and biomaterials. Prerequisites: L.CHE-111, L.PHY-223. 3 credits.

L.EGR-333: Fluid Mechanics

The laws of fluid statics and dynamics. Topics include properties of substances, fluid statics, the energy equation, the momentum equation, and viscous effects in external and internal flows.

Prerequisites: L.CHE-111; L.EGR-232; L.MAT-260; L.PHY-224. 3 credits.

L.EGR-334: Thermodynamics

The laws of thermodynamics. Topics include: properties of substances and phase equilibrium, the first and second laws of thermodynamics, entropy, power cycles and refrigeration cycles.

Prerequisites: L.CHE-111; L.EGR-232; L.MAT-260; L.PHY-224. 3 credits.

L.EGR-335: Electric Circuits

Introduction to DC and AC circuit analysis using Laplace Transforms, Kirchhoff's laws, network simplification, nodal and loop techniques. Consideration of amplifiers, power supplies and discrete circuit elements including resistors, capacitors, inductors, diodes, transistors, and operational amplifiers. Introduction to circuit analysis tools. Prerequisites: L.PHY-224; L.MAT-310. 4 credits.

L.EGR-342: Modeling & Control of Dynamic Systems

Modeling and analysis of dynamic systems and controls in the electrical and mechanical realms. Categories of models include linear vs. nonlinear, 1st vs. 2nd order, continuous vs. discrete, transient, steady-state, and frequency responses. Open-loop and closed-loop control systems. Modeling will include computer simulations. Prerequisites: L.EGR-232; L.MAT-260, L.MAT-310; L.EGR-116 or equivalent; L.PHY-224. 3 credits.

L.EGR-350: Engineering Laboratory I

This is a laboratory course associated with the L.EGR-335: Electric Circuits course. A lab course in which students design, build and test electric circuits of various types. Circuits that interface with mechanical systems are emphasized. Prerequisites: L.MAT-310; L.EGR-116 or equivalent; L.PHY-224. Co-requisite: L.EGR-335. 1 credit.

L.EGR-351: Engineering Laboratory II

This is a laboratory course associated with the L.EGR-333: Fluid Dynamics course. This course will be focused on examining phenomena in fluid flow such as fluid statics, fluid energy, momentum, internal flows, drag, and viscous effects. This course will integrate engineering topics such as thermodynamics, controls, dynamic systems, circuits, dynamics and statics. Prerequisites: L.EGR-232; L.MAT-260, L.MAT-310; L.EGR-116 or equivalent; L.PHY-224. Co-requisite: L.EGR-333. 1 credit.

L.EGR-352: Engineering Laboratory III

This is a laboratory course associated with the L.EGR-342: Dynamic Systems course. This course will be focused on examining phenomena in modeling and control of systems in the mechanical and electrical realms. This course will integrate engineering topics such as thermodynamics, fluid dynamics, circuits, dynamics and statics. Prerequisites: L.EGR-232; L.MAT-260, L.MAT-310; L.EGR-116 or equivalent; L.PHY-224. Co-requisite: L.EGR-342. 1 credit.

L.EGR-353: Engineering Laboratory IV

This is a laboratory course associated with the L.EGR-334: Thermodynamics course. This course will be focused on modeling of thermodynamic systems (such as heat transfer and power cycles) and design of thermodynamics systems. This course will integrate engineering topics such as fluid dynamics, dynamic systems, circuits, dynamics and statics. Prerequisites: L.EGR-232; L.MAT-260, L.MAT-310; L.EGR-116 or equivalent; L.PHY-224. Co-requisite: L.EGR-334. 1 credit.

L.EGR-490: Engineering Capstone Design I-PJ

First part of year-long, multidisciplinary team-based, open-ended engineering design project. Projects will target designing electromechanical systems. Skills practiced include teaming, project and time management, conflict resolution, literature search, job search, experimental design, oral and written reports. Prerequisites: L.EGR-105, L.EGR-116, L.EGR-231, L.EGR-232, two 300+ level L.EGR courses, and L.MAT-310. Completion of three of the five AGE categories is highly recommended. 3 credits.

L.EGR-491: Engineering Capstone Design II

Second part of year-long, team-based, open-ended engineering design project. Projects will target designing electromechanical systems. Skills practiced include teaming, project and time management, locating materials and services, conflict resolution, experimental design, oral and written reports. Design process will consist of students taking part in a simulated industrial work place setting. Students will interact with local companies to evaluate and access available resources and services. Students will complete self-reflection and self-assessment exercises. Prerequisite: L.EGR-490. 3 credits. January term.

L.EGR-492: Engineering Capstone Design III

Third part of year-long, team-based, open-ended engineering design project. Projects will target designing electromechanical systems. Skills practiced include analysis and assessment, testing, redesign, project and time management, oral and written reports. Culmination of the project will include a poster presentation, formal written report, and team oral presentation. Course will also include preparation and review of topics for taking of the FE Examination. Prerequisite: L.EGR-491. 3 credits.

ENGLISH

L.ENG-111: Critical Writing-FW

A writing course which includes the analysis of short and/or long fiction, creative nonfiction, and emerging forms of public and/or popular culture writing, this class also stresses persuasion, argumentation, and research. Fulfills college writing requirement for students of advanced standing in English. Prerequisite: advanced standing in English. 3 credits.

L.ENG-150: Composing with Video

A multi-modal composition course focusing on script writing and turning finished scripts into brief (4-8 minute) movies. It is a hands-on course that requires creativity. Students will create and edit movies using contemporary digital software. No prior knowledge of script writing and/or movie making is needed in order to enroll in the course. L.ENG-150 is not applicable to the creative writing major, literature major, or English major or minor. 3 credits. January term.

L.ENG-201: Poetry in Performance

This is an in-depth study of lyric poetry for students who want to approach the subject in an experiential way. Students will develop their understanding and appreciation for poetry by doing close readings of poems, writing critical essays based on these close readings, and making poetry physically part of themselves through memorization and performance. They will learn to read aloud and recite

poems in a way that develops their expressiveness and other public speaking skills. Topics will include the application of fundamental topics in poetics, including imagery, trope, lineation, syntax, tone, sound, prosody, and the concepts of speaker and addressee. Prerequisites: L.LIB-105 or L.LIB- 110. Recommended: at least one college-level literature course. 3 credits. January term.

L.ENG-210: Literary Studies

In this course students will be stimulated to think about the purpose and value of studying literature, and introduced to the interpretive reading skills and critical vocabulary of basic textual analysis (i.e. close reading, and structural and formalist analysis). Students will learn to write about the elements of literature, including plot, character, setting, ideas, point of view, imagery, metaphor, symbolism, allegory, and prosody. The course also introduces students to contextual analysis. It emphasizes practical instruction in writing critical essays, and is writing-intensive. Newly declared English majors should take this course the first semester it is offered after they declare, if they have not taken it already. 3 credits.

L.ENG-221: World Literature: Beginnings to Middle Ages

Selected works from classical Greece, India and China, and from medieval Arabia, Europe and Japan. 3 credits. Spring semesters of odd numbered years.

L.ENG-222: World Literature: Renaissance to Modern

Selected works from European, Native and Latin American, African, South Asian and Asian cultures. 3 credits. Spring semesters of even numbered years.

L.ENG-224: African American Literature

This course surveys nineteenth- and twentieth- century African American literature. Poetry, speeches, fiction, folk tales, song, essays and autobiography will be examined, and an experiential, community-based component will be incorporated. 3 credits.

L.ENG-225: Literature of Oppression and Resistance-AC

This course examines literary works from various social and historical contexts that address issues of oppression and resistance, focusing especially on literature that reflects the experience of colonialism. Representative works include Shakespeare's *Tempest*, Aime Cesaire's *A Tempest*, Joyce's *Dubliners*, Albert Camus's *A Plague*, Conrad's *Heart of Darkness*, Chinua Achebe's *Things Fall Apart*. Prerequisites: L.LIB- 100, L.LIB- 105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-231: Short Fiction-AA

A course in the genre of short fiction: possibilities, varieties, structures and types. Authors vary. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-232: The Novel-AA

A course in the genre of the novel: possibilities, varieties, structures, and types. Authors vary. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-233: Drama-AA

The course will provide students with an introduction to the reading and study of drama, including structure, dramatic strategies, symbolism, thematic analysis, and stage craft. Plays selected are at the discretion of the instructor. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-235: The Revisionist Superhero-AA

In this course students will first learn the boundaries and cultural expectations of elements of the traditional super-hero narrative; then, the course will engage some of the major texts that challenge those expectations, as well as the deep and rich body of associated criticism that places those texts in an aesthetic and cultural context. The texts used in this course have been selected specifically

because they are widely-viewed as stories that transcend their genre, and thus are recognized as a fine art form in and of themselves. Students will examine the evolution of the super-hero genre that began with the inception of “superhero revisionism” in the early 1980s, particularly in terms of the way these former four-color characters have been transformed in terms of character, visual styling, and most importantly, the stories told about them. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-236: Writing the Midwest Landscape

An introductory creative nonfiction workshop course specifically focused on the Midwest landscape. Students will write, workshop, and revise two works of creative nonfiction, including one memoir/narrative and one literary journalism essay. In addition, students will read published works of creative nonfiction, write literary analyses focusing on techniques of creative nonfiction, participate in three required local winter hikes/photography shoots, and deliver a photo-essay presentation involving a reading of their creative work with a backdrop of digital photography. Prerequisite: L.LIB-105. 3 credits. January term.

L.ENG-237: Fiction Writing

An introductory creative writing class focused on the short story. The class is conducted as a workshop/seminar of approximately 15 students, with heavy emphasis on student-composed fiction. To complete the course, students must write three short stories for a cumulative total of at least 25 final pages, participate actively in class, and critique other students' work in writing. Prerequisites: L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-238: Poetry Writing

An introductory workshop course in the art of writing poetry, and an introduction to poetics. Students will develop techniques for writing vivid descriptions and figures of speech, using precise diction, achieving rhythm and other pleasurable sound effects, deploying the energy of syntax, choosing rhetorical moods for emotional effect, and writing satisfying endings. Prerequisites: L.LIB-105, or L.ENG-111. 3 credits

L.ENG-239: Creative Nonfiction Writing-AA

An introductory level workshop in which students write and receive feedback on creative nonfiction essay forms. Students also analyze the writing techniques of published authors. Editing workshops focus on stylistic polish. Prerequisites: L.LIB-100, L.LIB-105, L.LIB110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-240: The Nature of Nature in Ireland-AI

This course examines how the people of Ireland have established identity in relation to the landscape they inhabit. Topics include the Neolithic, Celtic, and early Christian Irish people’s interactions with nature, and the impact of British colonial occupation and modern commercialism on Irish identity with the landscape. Sources are literary and informational. A final project has students examine identity and community in its relationship to their own local landscape. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-241: Writing the Mississippi-AA

Writing the Mississippi helps students establish a sense of local place focused around North America’s most prominent river as groundwork for developing a sustainability ethic. Students read both literary (mostly creative nonfiction) and informational works to understand the river’s impact on individual lives as well as the geology, ecology, human history and culture surrounding it. Students write in the creative nonfiction genre to communicate an informed understanding and personal interaction with the river. The course requires two out-of-class local environmental study trips led by a cooperating faculty member.

L.ENG-242: Chicago Literature-AA

Students will read, analyze, discuss, and study novels, stories, plays and poems set in whole or in large part in Chicago. Readings include primary nonfiction documents. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB135, or L.LIB-220. 3 credits. January term.

L.ENG-248: Caribbean, African, Asian Literature of Identity-AI

Literature in English from the current and former British Empire excluding the British Isles; emphasis on the Third World. Demonstrates how literature shapes and reflects the identities of emerging Caribbean, African, and Asian nations. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-250: Literary London and Beyond-AA

In the course, we will examine literary genres of theater, poetry and fiction through the lens of art, museums and historical landmarks. We will also compare literature with companion arts—namely visual art and architecture—to see how the arts inform each other. Our study will draw from authors such as William Shakespeare, Jane Austen, William Blake, Charles Dickens, Arthur Conan Doyle (Sherlock Holmes), Oscar Wilde, Virginia Woolf, and JK Rowling. Literature explores places both real and imagined. Our visit to London and surrounding sites will allow us to understand how stories relate to place, and how place can inspire, reflect, and influence literature. 3 credits. January term.

L.ENG-251: Literature of the Frontier & American West-AA

Students will focus on and discuss the aesthetic and cultural significance of the literature of discovery, conflict, adventure, and travel in the land west of the Mississippi River. They will examine the relationships between nonfiction (i.e., personal narratives, newspaper writing, diaries, letters, and travel logs) and fiction (short stories, myths and legends, oral narratives, and novels). Students will also explore the ways in which genre, environment, language and bilingualism, gender, race, ethnicity, religion, and personal politics all shape, reflect, and restrict artistic expression during the 18th, 19th, and early 20th centuries. Representative authors: Bret Hart, Mark Twain, Willa Cather, Ambrose Bierce, Mary Hunter Austin, Stephen Crane, Zane Grey, Frank Norris, Hamlin Garland, Zitkala-Sa, Kate Chopin, and Laura Ingalls Wilder. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-252: The Law in American Film & Fiction-AA

Students will study the law in American literature and film, focusing on the issues and consequences of creating, breaking, enforcing, and challenging the law and/or legal system(s). They will consider the relationships between legal literature/film and such issues as humanity, justice, love, ethics, citizenship, community, criminality, victimhood, environment, revenge, and social responsibility. They will also participate in a mock trial. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB135, or L.LIB-220. 3 credits.

L.ENG-253: Native Voices, Native Lives

This experiential learning course engages students in reading, writing and reflecting upon a variety of Native American voices and experiences (Cherokee, Navajo, Lakota, Dakota, Ojibwe, Pah-Ute, Spokane, Ho-Chunk, etc.). Students will immerse themselves in the novels, short stories, myths, poetry, and oral histories of Native American people, in order to expand and deepen their understanding of cultural voice. Students will spend the second week learning directly from native people as the class travels to experience tribal history and culture first hand. Students' final projects will integrate the texts and experiences of the course into a researched and reflective product. Daily discussions, journaling, and mini-service projects in the community will be part of the overall on-site learning experience. Prerequisites: L.LIB-100; either L.LIB-105 or L.LIB-110. Instructor's permission required. 3 credits. January term.

L.ENG-254: Travel Writing: Guatemala & Int'l Service

This course is both a study travel course and a community-based learning course. This Travel Writing service course to Guatemala is an introductory level workshop in which students write and receive feedback on creative nonfiction essay forms based on primary and secondary research. The thematic focus for the course is on citizenship and international service. Students will analyze the writing techniques of published authors, research secondary sources related to ideas about service, citizenship, and Guatemala's political and social experiences with foreign aid, and create a travel narrative that defines service and reflects on their service experiences. Editing workshops will teach stylistic elements and focus on the process of writing. Students will spend 10 days in Guatemala, five (5) of which will be spent in a Mayan village in the mountains near Semachaca (where we will be finishing a building project the construction of a medical clinic). The other five (5) days will be spent visiting cultural sites to gain more cultural context and to conduct research for your travel narrative. Our on-campus work five (5) days before and after our visit to Guatemala will include talks given by former Peace Corps volunteers and other service agencies; cultural and historical research on Guatemala discussions of travel narratives written by volunteers who worked in Guatemala, and writing and editing workshops that will walk you through the creative writing process. 3 credits. January term.

L.ENG-255: All for One, One for All-AI

An investigation into questions surrounding the responsibilities of the individual to the community as evident in the work of three Nobel prize-winning authors- Francois Mauriac, Albert Camus and Samuel Beckett. We will examine the notions of choice, free will, personal identity and faith, and discuss ways in which these notions function within the framework of the novels/plays chosen for the semester. This course is cross-listed as L.CTL-274. The courses are identical but transcripts will reflect the course number (L.ENG or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135 or L.LIB-220. 3 credits.

L.ENG-264: American Literature: The Search for Identity-AA

A thematic course in American literature, focusing on the search for identity as evidenced in literature. Recent themes have included male/female identities, war and peace, healing and searching, and ego and shadow. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-270: Bleak House in Context

This course is an in-depth study course on a major British novel and author—Charles Dickens' *Bleak House*. Students will read the novel in context: in the installment form (fortunately available in the Special Collections of Loras' ARC), alongside other Victorian publications and cultural artifacts, and through "contact" with the Victorians via role play. The course will simulate the Victorian methodology of reading narratives in serial format. Students will generate a class e-periodical which involves assuming the "roles" or voices of particular Victorian figures as found through their wider reading in the Special Collections resources of *All the Year Round* and *Household Words* (both journals edited by Dickens), the *Newgate Journal* and other Victorian texts. They will also have the opportunity to present their research, role play, and reading experiences in the display cases outside of the Special Collections room in the ARC. 3 credits. January term.

L.ENG-273: The Gothic Imagination-AC

This course begins with a study of the cultural and historical events of the late eighteenth century that led into the development of the Gothic imagination, especially the rise of Romanticism and revolution. Specific primary works, including fiction, art, and film, will vary from semester to semester, but will be ordered chronologically to allow students to trace the evolution of the Gothic form. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-274: Irish Gothic-AC

This course will first explore the reasons for which the Gothic tradition, with its literary roots in Walpole and Radcliffe and its political roots in the French Revolution, found fertile ground in the Anglo-Irish culture of the nineteenth century. Then it will investigate the evolution of that tradition in the works of selected writers: Maria Edgeworth, Charles Maturin, Sheridan Le Fanu, and Bram Stoker. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-275: Witchcraft in Early Modern British Literature

This is a single topic course designed as an initial immersion in the subject of the literary and cultural depiction of witchcraft and those accused of it in early modern Britain. Students will read and discuss primary texts (ranging from Shakespeare plays to early modern tracts on witchcraft) and secondary texts (historical research). The course's experiential component is in the form of a witch trial reacting game. Prerequisite: L.LIB220. 3 credits. January term.

L.ENG-277: Rhetoric and Political Engagement. This course surveys the field of rhetoric (the study of argumentation), observing how these long-revered concepts come to life in political rhetoric of the twenty-first century. Prerequisites: L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-278: Grant and Proposal Writing. In this course students explore and learn the complex process of securing funding for non-profit organizations. Students gain actual experience in grant writing through partnerships with community organizations. Prerequisites: L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-279: Writing for New Media. This course focuses on concepts of effective online writing. Although specific writing platforms (websites, blogs, social media, etc.) change constantly, these concepts prepare students to adapt to these changes thoughtfully, ethically, and strategically. Prerequisites: L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-285: Modern Irish Literature & Culture

The course undertakes a literary oriented investigation and interrogation of modern Irish culture. Through the reading and discussion of selected 19th and 20th century Irish literary works, students in the course will explore various essential aspects of Irish communal life in order to apprehend the continuity and transformation of Irish culture over the last two centuries. Topics covered will include family structure, religious practice, economic conditions, education, attitudes toward land and language, relationships between the colonized and the colonizers, between classes, and between sectarian groups. Representative authors include William Carleton, Lady Gregory, William Butler Yeats, J. M. Synge, James Joyce, Sean O'Casey, Brian Friel, Seamus Heaney, and Eavan Boland. 3 credits.

L.ENG-286: Ireland in Film

This course surveys a wide range of Irish-themed films in order to develop a deeper understanding of modern Irish cultural identity. Major thematic areas explored in the course include representations of the Irish West, the political struggle for independence, the role of Catholicism in Irish society, the status of minority groups such as the Irish travelers, and the urban working class in Ireland. 3 credits. January term.

L.ENG-287: Irish Women's Writing-AC

In this course, we will focus completely on reading texts by Irish women writers, placing various literary genres within the context of the socio-political and religious experience of Irish women. The diverse narratives represented highlight particular themes that featured in Irish women's experience: religious oppression, motherhood, sexual abuse, marriage, education and work, political activism and repression, and individual rebellion. We will look at the wider literary and cultural contexts as we seek to understand the history, contributions and influence of Irish women's writing. 3 credits.

L.ENG-290: Canadian Imagination-AC

A study of how geography and history have influenced the development of Canadian culture. We will study literature and film from Canada's diverse cultures, both in English and in translation from French and aboriginal languages, in relation to key concepts in Canadian cultural studies. Major themes include the various social and psychological effects of imperialism and colonialism, especially with regard to national identity, ethnic, religious and cultural minorities, and gender and class relations, as well as the various imaginative strategies Canadians have used to overcome these effects. Representative authors: Alice Munro, Mavis Gallant, Robertson Davies. Prerequisites: L.LIB-100, L.LIB105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-325: American Literature: 1820-1860

This course surveys the literature and culture of the American Renaissance, focusing on Romantic and Transcendental writers and texts, as well as on the literature of Abolition and of women's rights. Short stories, novels, creative nonfiction, essays, and political documents will be examined. Representative authors: Hawthorne, Poe, Emerson, Sedgwick, Melville, Thoreau, Stowe, Dickinson, Fuller, Whitman. 3 credits.

L.ENG-326: American Literature: 1861-1900

This course surveys the literature and culture of the Civil War and Reconstruction era, focusing on the slave narrative, Realism, Naturalism, Children's fiction, and the American Gothic. Psychology, gender, race, class, religion, and other themes are considered as they influenced writers and literature from the time period. Representative authors: Howells, Alcott, Twain, James, Crane, Chopin, Gillman. 3 credits.

L.ENG-328: American Literature: Modern & Contemporary Poetry Representative poets: Robert Frost, Marianne Moore, T.S. Eliot, Wallace Stevens, Elizabeth Bishop, Robert Hayden, Amy Clampitt. This course uses experiential performance techniques as well as traditional scholarly analysis and context to engage with poetry in a fully human way, using intellect, imagination, emotion and the body. 3 credits.

L.ENG-329: American Literature: Modern & Contemporary Drama

Representative dramatists: O'Neill, Glaspell, Hellman, Williams, Shange, Miller, Albee, Rabe, Wilson, Howe, Wasserstein. 3 credits.

L.ENG-330: American Literature: Modern Prose, 1900-1945

Representative authors: Wharton, Dreiser, Cather, Stein, Anderson, Fitzgerald, Hemingway, Faulkner, Wright, Porter. 3 credits.

L.ENG-331: American Literature: Contemporary Prose, 1945-Present

Representative authors: Ellison, Baldwin, Malamud, Bellow, Welty, Carver, Cheever, Oates, Tyler, Mason, Walker, Morrison, Kincaid. 3 credits.

L.ENG-332: Major American Authors

A study of significant authors, their texts and recent critical biographies. Authors vary. Students may take this course twice, for different authors. 3 credits.

L.ENG-333: Shakespeare Before 1600

This is a chronologically-organized, cross-genre exploration of Shakespeare's earlier drama. This course will cover his comedies, histories, and tragedies up to about 1600. The plays will be a selection (subject to change) from the following: *The Comedy of Errors*, *Richard III*, *Titus Andronicus*, *The Taming of the Shrew*, *Romeo and Juliet*, *Richard II*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Henry IV parts I and II*, *Much Ado about Nothing*, *Julius Caesar*, and *As You Like It*. 3 credits.

L.ENG-334: Shakespeare After 1600

This is a chronologically-organized, cross-genre exploration of Shakespeare's later drama. This course will cover his comedies, tragedies and romances starting at about 1600. The plays will be a selection (subject to change) from the following: *Hamlet*, *Twelfth Night*, *Troilus and Cressida*, *All's Well That*

Ends Well, Measure for Measure, Othello, King Lear, Macbeth, Antony and Cleopatra, Coriolanus, Cymbeline, The Winter's Tale, and The Tempest. 3 credits.

L.ENG-337: Medieval & Renaissance British Literature

A study of British literature from Beowulf to Spenser, in modern translation from Irish, Welsh, Latin, French, and Old and Middle English, as well as some in the original Middle English and much in early modern English. Representative authors: Bede, the Beowulf-poet, Marie de France, Langland, Chaucer, the Gawain-poet, Malory, Julian of Norwich, More, Skelton, Wyatt, Surrey, Raleigh, Campion, Sidney, Spenser, Marlowe, Shakespeare. 3 credits.

L.ENG-340: Romantic Age: 1798-1832

A study of English romantic theory and practice. Representative authors: Blake, Wollstonecraft, Wordsworth, Coleridge, P. Shelley, M. Shelley, Keats. 3 credits.

L.ENG-341: Victorian Age: 1832-1901

A study of the poetry and prose of the age. Representative authors: Carlyle, Mill, Tennyson, Browning, Barrett Browning, Arnold, C. Rossetti, Ruskin. 3 credits.

L.ENG-342: Victorian Age Novel

Focuses primarily on the Victorian Age novel. Representative authors: Brontes, Dickens, Collins, Eliot, Hardy. 3 credits.

L.ENG-343: British/Irish Poetry 1900-Present

Representative authors: W.B. Yeats, Wilfred Owen, T.S. Eliot, Patrick Kavanagh, W.H. Auden, Stevie Smith, Philip Larkin, Seamus Heaney, Eavan Boland. 3 credits.

L.ENG-344: British Fiction 1900-Present

Representative authors: Joyce, Lawrence, Woolf, Huxley, Greene, Rhys, Lessing, Fowles, Byatt. 3 credits.

L.ENG-345: British Drama 1890-Present

Representative authors: Wilde, Shaw, Osborne, Delaney, Beckett, Pinter, Stoppard, Shaffer. 3 credits.

L.ENG-346: Seminar: British Major Figures 1900-Present

A seminar focusing on one or several English writers of poetry, fiction or drama. 3 credits.

L.ENG-348: Post-Colonial Literature in English

Literature in English from the current and former British Empire excluding the British Isles; emphasis on the Third World. Representative authors: Achebe, Okri, Head, Naipaul, Narayan, Rushdie, Soyinka, Walcott. 3 credits.

L.ENG-349: Writers for the 21st Century

A focused study of 21st century writers through themes and/or genre. 3 credits.

L.ENG-351: Milton & 17th Century Literature

A survey of 17th century English poetry with emphasis on Milton's Paradise Lost. Representative authors include Donne, Herbert, Jonson, Herrick, Lovelace, Marvell, Mary Sidney Wroth, and Katherine Philips. 3 credits.

L.ENG-352: 18th Century British Literature

A survey of 18th-century English literature. Representative authors include Dryden, Pope, Swift, Johnson, Blake, Mary Wortley Montagu and selected women poets. 3 credits.

L.ENG-355: English Novel: 1800-1840

A study of pre-Victorian trends in the novel. Representative authors include Austen, Edgeworth, Godwin, Scott, Shelley. 3 credits.

L.ENG-370: Fantastic Fiction

A creative writing workshop in which students will study, write, revise and critique genre fiction and/or literary fiction informed by genre tropes. Specifically, the course will focus on science fiction, fantasy, and horror, or work that combines elements of literary fiction with these genres. Students will

write three original works which will be submitted to, and critiqued by, the class, in addition to reading a variety of genre fiction with the purpose of learning the conventions of each genre and critiquing one another's work in formal assignments presented to the class. Lastly, students will learn the protocols of submitting genre work to reputable markets. Prerequisites: L.LIB-100, and L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-371: Screenwriting

A writing workshop focusing on the creation, critique, and revision of an original screenplay in this case, for a short film. This will involve learning the industry-appropriate format and terms and learning the conventions of writing in screenplay form. ENG 371 also carries a critical component, in which students will analyze the themes, techniques, and style of a particular multi-credited screenwriter, and analyze the structure and strengths/weaknesses of an already-produced short film. Prerequisites: L.LIB-100, and L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-380: Nature Writing

An advanced-level workshop course in nonfiction nature writing. Students write in various subgenres of creative nonfiction, and also study technique and theme in contemporary nonfiction nature writing. 3 credits.

L.ENG-383: Nonfiction Literature & Workshop

An advanced-level workshop in which students write memoir, meditative, and literary journalism essays while analyzing the works of published authors. 3 credits.

L.ENG-384: Advanced Fiction Writing

An advanced course in the art and craft of writing fiction. Prerequisite: L.ENG-237 or equivalent. May be taken twice. 3 credits.

L.ENG-385: Advanced Poetry Writing

An advanced course in the art and craft of writing poetry, intended for students with strong backgrounds in reading, writing and critiquing poetry. Prerequisite: L.ENG-238 or equivalent, or permission of the instructor. May be taken twice. 3 credits.

L.ENG-389: Revision, Editing & Publishing

An advanced workshop seminar devoted to a detailed study of writing style, grammar and mechanics, based on original and extensively revised student work. Prerequisites: LIB 105; at least one (1) 200-level writing class, one (1) 300-level writing class *highly* recommended. 3 credits. January term.

L.ENG-390: Writing as Social Action. In this course students learn how to apply rhetorical concepts to community needs by partnering with local organizations on projects related to social justice, civic engagement, and public dialogue. Prerequisites: L.LIB-105 or L.ENG-111. 3 credits.

L.ENG-391: Language Theory & Teaching of Writing

An exploration of language and composition theory, research and pedagogy. Prerequisites: L.LIB-105 or L.ENG-111. Intended for English/Secondary Education majors and others interested in the teaching of writing. 3 credits.

L.ENG-468: Literary Criticism

Theoretical explanation and practical application of central concepts from classical and contemporary literary criticism. Required for all English majors. Ordinarily taken in the junior year. 3 credits.

L.ENG-490: Senior Literature Capstone-PJ

This course is the required capstone for English literature majors. It is designed to assist students in demonstrating the transferable knowledge and skills that they have developed through their liberal arts education at Loras College. This is an opportunity for students to refine and expand an essay they have already written. In addition, the course provides students with the opportunity to professionally present their strengths and accomplishments through the development of a cover letter and resume. Completion of College portfolio. Culminates in Capstone Defense. 3 credits.

L.ENG-490D: Capstone Defense

Students should register for ENG 490D Capstone Defense in the fall or spring, whichever semester they will defend the Capstone Project undertaken in ENG 490. 0 credits.

L.ENG-491: Senior Thesis Seminar-PJ

Students will workshop thesis drafts and reflective essays in a workshop setting in consultation with a thesis director. Culminates in Thesis Defense. Restrictions: senior status, English: creative writing majors only. 3 credits.

L.ENG-491D: Thesis Defense

Students should register for ENG 491D Thesis Defense in the fall or spring, whichever semester they will defend the creative thesis undertaken in ENG 491. 0 credits.

EXPERIENTIAL LEARNING

L.EXP-140: Health Profession Experience: CNA

This course, intended for those interested in healthcare, allows students an opportunity to experience healthcare from the inside. Students will learn the skills and knowledge necessary to be a Certified Nurse Aide (CNA) and put these lessons into practice during supervised clinical work. Upon successful completion of the course students will be eligible to take the Iowa written and skills competency exams required to be a certified nurse aide. Students will use this experience to develop a clearer picture of the healthcare field and reflect on their future role in it. Training and clinical work will occur locally but off campus. Prerequisites: Tuberculosis screening and background check. 3 credits. January Term.

L.EXP-150: Labor & Catholicism

This course will examine the rights and responsibilities of both management and labor through the lens of Catholic theology and via experiential learning. It will also examine the stereotypes and misconceptions held toward both blue-collar and white-collar jobs. Specific attention will be given to *Rerum Novarum*, its compatibility with capitalism, and its application to historical and current labor issues. Topics will include, but are not limited to, the current immigration debate as it pertains to the right to work, the coal mine strikes in the early twentieth century, and issues surrounding labor in sport. Students will work at campus jobs and reflect on their experiences and correlate them with course material on the human dignity and hierarchical structure of work and their own past and future life experiences. 3 credits. January term.

L.EXP-175: Leopold & Art of Conservation Education

Do you like kids, nature, and working to promote conservation? This is your course. Caring for our natural heritage, “some art of management applied to the land by some person of perception,” is the challenge Aldo Leopold poses to the individual and the collective (Leopold, SCA 175). Students in this course learn to manage a range of ideas on the land ethic and conservation esthetic and how best to offer programs of conservation education. The successful student will be certified to offer Leopold Education Project workshops by the end of the course. Of interest to preservice teachers, non-formal educators (e.g. naturalists), and anyone who wants to understand more about an ethical approach to the land. 3 credits. January term.

L.EXP-194: Exploratory Internship

Variable credit.

L.EXP-240: Global Service Learning-AC

This study travel course focuses on learning about culture with a significant portion of the learning coming from travel to a developing area and performing service to a community in need. During the pre-travel portion of the course, students will research and present information about aspects of the destination country’s culture and the factors that have helped shape that culture, in particular its

history. The travel component of the course will focus on performing significant community service and post-travel, students will reflect on how their first-hand experiences enhanced learning about the destination culture as well as their own cultures. 3 credits. January term.

L.EXP-250: From Bean to Cup: Producers & Consumers in the Global Coffee Chain

From Bean to Cup examines the life experiences of and interconnections between people on the two ends of the global coffee commodity chain that is, the average consumer and the average grower. To this end, students will examine economic, environmental, and social aspects of the coffee industry in two locales that of the consumer in the Tri-State area (Iowa, Illinois, and Wisconsin) and of the grower/producer in Latin America (i.e., Honduras). 3 credits. January term.

L.EXP-273: The Sustainable Community: The Real & the Ideal

This course explores the essential features of a sustainable community (i.e., a community that meets the basic needs of the present generation without compromising the ability of subsequent generations to meet their needs) by examining the key dimensions of sustainability as they are currently practiced in Dubuque and by studying current “best practice” sustainability measures and policies. 3 credits. January term.

L.EXP-276: Study Abroad Pre-Departure

1 credit.

L.EXP-288: Patel Interfaith Seminar: Appreciative Knowledge

This introductory blended course (taught in the classroom and online) for the Interfaith Leaders Cohort Program is designed to help students begin to learn both basic conversational skills associated with gathering stories of religious identity from individuals and basic writing skills needed to tell those stories to different audiences. It includes a reflective dimension in which students are asked to consider their own learning – what skills they have developed, how individual stories relate to what they have discovered about traditional religious beliefs and practices, and their own personal vocation in the world. Instructor permission required. 1 credit.

L.EXP-294: Internship

Variable credit.

L.EXP-359: Project Design Implementation/Evaluation

Experiential learning course. This intensive field-based course focuses on the nature of project design by providing students with a full-time off-campus cross-disciplinary opportunity (involving a minimum of 120 on-site hours and including on-site supervision) to apply the knowledge and skills from their major to a defined project, ordinarily defined by a discrete set of outcomes or a specific product. The defined project should be experiential in nature and occur in a professional setting. In addition, students will have the opportunity to deepen their understanding of professional settings, organizational culture, formal and informal modes of communication, ethics, and diversity (in the broadest sense). 3 credits.

L.EXP-376: City as Text-AC

This experiential and interdisciplinary course aims for students participating in the Loras College semester study abroad program in Ireland to understand how the socio-cultural dynamics of Dublin have been shaped by a myriad of historical and contemporary forces. Through course readings and discussion seminars, experiential activities, and community-based learning, students will develop an original research project in order to contextualize how the complex nature of everyday life in Dublin has been influenced by a plethora of cultural traditions as well as other geographic, political, economic, sociological, and environmental factors. Acceptance into Ireland Study Abroad Program required. Prerequisite: L.EXP-276. 3 credits.

L.EXP-394: Study Abroad Internship

Variable credit.

L.EXP-395: Topics.

Variable credit.

L.EXP-397: Independent Study

Variable credit.

L.EXP-488: MLK Interfaith Seminar: Applying Knowledge

This advanced blended course (taught in the classroom and online) for the Interfaith Leaders Cohort Program is designed to help students both refine basic conversational skills associated with gathering stories of religious identity from individuals and improve writing and speaking skills needed to tell those stories in ways that reflect an awareness of traditional and cultural elements in both the subject of the story and its audience. It includes a public dimension in which interfaith stories are shared with an audience. It also includes a reflective dimension that asks students to consider growth in their understanding of interfaith leadership and relate their experience to their sense of vocation in the world. Instructor permission required. Prerequisite: L.EXP-288 and L.REL-210. 1 credit.

FINANCIAL PLANNING AND WEALTH MANAGEMENT (CFP)

L.CFP-300: Financial Planning & Risk Management

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. CFP 300 provides an introduction to knowledge students will need working as financial services' professionals. Course includes: the financial planning process; legal, ethical, and regulatory issues affecting personal financial planners; and time value of money concepts. The course continues with a discussion of the principles of risk management and insurance, allowing the student to identify a client's risk exposure and select appropriate risk management techniques concerning life, accident/health, disability, property and casualty, and long-term care insurance. Topics covered align with the requirements of the CFP Board's Principal Topics List. 3 credits.

L.CFP-310: Portfolio Management & Communication

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. Course will teach students how to educate, guide, and advise clients on goals-based portfolio management. Instruction is designed to provide students with an introduction to modern portfolio theory, measuring risk and return, portfolio development and analysis, asset allocation and portfolio diversification, equity and bond valuation and derivatives. Intention is for students to gain enough familiarity with investment concepts to form their own opinions to aid in career direction. Topics covered align with the requirements of the CFP Board's Principal Topics List. 3 credits.

Note: Students can also take BUS 352: Investments to satisfy this component of the Minor in Financial Planning & Wealth Management. BUS 352 will count as part of the CFP® education coursework.

L.CFP-320: Personal Tax Planning

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. This course is designed to provide students with an introduction to individual income tax fundamentals and the calculation of income tax. In addition, the tax issues surrounding business entities, disposition of property and tax basis is discussed. Students are introduced to AMT, passive activity rules, charitable contributions and tax minimization strategies. Topics covered align with the requirements of the CFP Board's Principal Topics List. 3 credits.

Note: Students can also take ACC 455: Federal Tax I to satisfy this component of the Minor in Financial Planning & Wealth Management. However, ACC 455 will not count as part of the CFP® education coursework.

L.CFP-330: Retirement Planning & Employee Benefits

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. This course will provide students with an introduction to retirement planning and employee benefits, including public and private retirement plans as well as group and fringe benefits. Specifically, the course will cover the public retirement plans including Social Security, Medicare and Medicaid as well as the private plans including both defined benefit and defined contribution plans. In addition, the course will provide students with an understanding of the regulatory provisions associated with the installation, administration and termination of retirement plans, the specific characteristics of the various plans available including qualified, non-qualified and other tax advantaged plans. Finally, the course will detail employee group and fringe benefits and the taxation of these benefit plans, and the issues that individuals face in retirement. Topics covered align with the requirements of the CFP Board's Principal Topics List. 3 credits.

L.CFP-340: Estate Planning

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. The estate planning course cultivates a foundation of knowledge students need working as financial services professionals. Topics will include: the estate planning process and the basic documents needed for an estate plan, such as a will, durable power of attorney for healthcare and an advanced medical directive. The course continues with a discussion regarding property ownership, assets that pass through and around the probate process, gift and estate taxes, and planning techniques to reduce an individual's tax liability. Topics covered align with the requirements of the CFP Board's Principal Topics List. 3 credits.

L.CFP-490: Applications in Financial Planning & Wealth Management

The Minor in Financial Planning & Wealth Management is open to students of all majors and interests. Applications in Financial Planning & Wealth Management is a capstone requirement for all students who declare a minor in this field. Prior to taking this course, students should have completed four of the five previous courses in the Minor curriculum. It is an individualized, competency-based course which connects instruction and experiences to the body of related skills and knowledge that affect a significant portion of one's performance in a given profession. Course utilizes competency-based learning objectives, as approved by the CFP Board. This form of instruction will provide a detailed summary of learner effectiveness relative to the role of the personal financial planner, while also informing subsequent education and experiences relative to this course. Topics covered align with the requirements of the CFP Board's Principal Topics List. Prerequisites: CFP-300, CFP-310, CFP-320, CFP-330, CFP-340. One prerequisite can be taken concurrently with CFP 490. 3 credits.

GREEK/LATIN LANGUAGE**L.GRS-101: First Year Ancient Greek**

An elementary introduction to ancient Greek grammar and vocabulary, accompanied by simple readings that illustrate basic aspects of ancient Greek culture. 3 credits.

L.GRS-102: First Year Ancient Greek

An elementary introduction to ancient Greek grammar and vocabulary, accompanied by simple readings that illustrate basic aspects of ancient Greek culture. 3 credits.

L.GRS-105: First Year Latin

An elementary introduction to Latin grammar and vocabulary, accompanied by simple readings that illustrate basic aspects of ancient Roman culture. 3 credits.

L.GRS-106: First Year Latin

An elementary introduction to Latin grammar and vocabulary, accompanied by simple readings that illustrate basic aspects of ancient Roman culture. 3 credits.

L.GRS-201: Second Year Latin

Intermediate level study of Latin grammar and syntax, with selected readings from poets and prose authors. 3 credits.

L.GRS-205: Second Year Ancient Greek

Intermediate level study of ancient Greek grammar and syntax, with selected readings from poets and prose authors. 3 credits.

HONORS**L.HON-100: Honors Modes of Inquiry-FI**

Introduces students to a holistic approach to critical thinking and active learning by examining a significant cultural or historical event from a variety of perspectives. Recent offerings have focused on Tolkien's Tensions, Genocide, the Manhattan Project, Infectious Diseases, and Wilderness vs. Civilization. 3 credits.

L.HON-130: The Catholic Tradition-MC

Develops an awareness of the religious dimensions of human experience either by exploring the lives of several significant Catholic figures or by contrasting Catholicism and another religious tradition. Examples of courses include Jesus and Gandhi; the Religious Imagination; Seasons of the Sacred; Icon, Cross, and Crescent: Mediterranean Spirituality; Monastery Voices: The Monasticism of Saint Benedict, Thomas Merton and Joan Chittiser; and Priest, Minister and Rabbi. Prerequisites: L.LIB-100, L.CTL-100 or L.HON100. 3 credits.

L.HON-135: The Catholic Tradition-MC

Develops an awareness of the religious dimensions of human experience either by exploring the lives of several significant Catholic figures or by contrasting Catholicism and another religious tradition. Examples of courses include Jesus and Gandhi; the Religious Imagination; Seasons of the Sacred; Icon, Cross, and Crescent: Mediterranean Spirituality; Monastery Voices: The Monasticism of Saint Benedict, Thomas Merton and Joan Chittiser; and Priest, Minister and Rabbi. Prerequisites: L.LIB-100, L.CTL-100 or L.HON100. 3 credits.

L.HON-220: Democracy & Global Diversity-MD

Utilizes an innovative program called Reacting to the Past to learn how diverse groups of people work to achieve democracy. Students play roles in games which provide a fun, interactive environment to think actively and in creative ways about how people have sought to build democracies in particular historical and social contexts. This course will ask students to think deeply about the idea of democracy and some of the complexities involved in applying that idea to real-world situations. Recent simulations include the French Revolution in 1791; India on the eve of independence from Great Britain in 1945; South Africa in 1993 at the end of Apartheid; and Athens during the Trial of Socrates. Prerequisites: L.LIB-100, L.CTL-100 or L.HON-100, L.LIB-105 or L.ENG-111, and L.LIB-110. 3 credits.

L.HON-250/350/450: Honors Research Seminar

Each honors student will be part of a small learning community dedicated to discovering a meaningful social, community, or global problem, researching its context, and designing a solution. Honors Inquiry will evolve small groups of students from diverse academic interests through a process of reflection, investigation, and large group discourse. Formed in the sophomore year, these small groups will focus attention in the first year to developing questions and arriving at strategies for further study. In the second year, these small groups will explore the contexts for the problems they have identified in order to establish a thorough understanding of the complex and inter-related issues

related to their problems. Finally, during their last year groups will design detailed plans for solving the problems they confront. 1 credit each semester for 6 of the final 6 semesters.

L.HON-488: Capstone Abstract & Presentation

Each honors student will supplement the senior capstone project in their major by taking this one (1) credit course, usually in the same semester as the major project is completed. L.HON-488 will require a student to produce an abstract and an annotated bibliography, provide a public presentation of the work open to all members of the Loras community and especially the Honors Program, and participate in a defense of the work with a committee of faculty. 1 credit.

HISTORY

L.HIS-116: Ancient Greek Civilization

A survey of ancient Greek history and culture from the Bronze Age of heroes of the Trojan War through the Hellenistic period ushered in by Alexander the Great. The course will try to answer the questions “who were the ancient Greeks and why are they worth studying today?” by examining the history, art, and literature they produced. 3 credits.

L.HIS-117: Roman Civilization

A survey of Roman history and culture from the mysterious Etruscan period and the legendary founding of Rome through the fall of the western half of the Empire. The course will try to answer the questions “who were the Romans and why are they worth studying today?” by examining the history, art, and literature they produced. 3 credits.

L.HIS-121: United States To 1877

The founding, expansion, and development of the United States from discovery and colonization to the Reconstruction era. 3 credits. Fall semester.

L.HIS-122: United States Since 1865

United States history from the end of the Civil War to the present. 3 credits. Spring semester.

L.HIS-125: The Forgotten Burial Ground: Understanding Dubuque through the Third Street Cemetery

This in-depth January term study course focuses on the Third Street Cemetery, a lost burial ground in Dubuque. Located directly west of St. Raphael’s Cathedral on top of the bluff, a human bone discovered in 2007 led to a five-year salvage excavation by the Office of State Archeologist Burials Program. When the team began the project they believed that they would remove a few burials missed during the disinterment following the closure of the graveyard. Because they found 939 graves, the developer, hoping to build a condominium complex, called off the project. Through an exploration of American ideas of death and burial practices as well as contemporary conversations about balancing development with the preservation of sacred spaces, HIS 125 introduces students to the history of Dubuque and to vocations in the field of public history. First year students only. 3 credits. January Term.

L.HIS-140: Europe To 1750

A study of the political, cultural and intellectual developments of Europe to 1750. 3 credits.

L.HIS-141: Modern Europe Since 1750

A study of the political, cultural, and intellectual development of Europe. 3 credits.

L.HIS-155: Introduction to Latin American History

A one-semester introductory survey of Latin American history from pre-Columbian civilizations to the present. 3 credits.

L.HIS-161: Modern Africa since 1800

A survey of sub-Saharan Africa during the age of European exploration, conquest, and colonization. Topics include the revolutions in West and Southern Africa; abolition of the slave trade; European exploration and trade; military conquest and African resistance; white settlers in Africa; British, French, and German colonial rule; the economics of western colonialism; the emergence of African elites and the growth of African nationalism. 3 credits.

L.HIS-162: The Scramble for Africa

This course will offer an in-depth investigation into the “Scramble for Africa” which took place during the late 19th and early 20th centuries as European powers arbitrarily carved up the continent and created approximately 40 colonies and protectorates. The material will critically engage with the proliferation of European geographic societies, the culture of maps and cartography, and how the cultural, social, economic, and geopolitical consequences behind the creation of these former colonial borders continue to significantly influence and impact many present-day issues throughout the continent. Students will use resources in the campus library and other online map collections to conduct research and produce a work of digital history as well as participate in a role-playing simulation of the Berlin Conference of 1884-85 which set up the parameters for the partition of the African continent. 3 credits. January term.

L.HIS-175: Themes in World History

Instead of striving for a comprehensive coverage of world history, this course focuses on a few selected themes, such as migration, gender, warfare, and revolutions. Each theme will be examined in global and comparative perspectives. The emphasis of the course is placed on the modern world, but pre-modern influences and patterns will also be explored in some of the themes. 3 credits.

L.HIS-182: Islamic Civilizations

This course introduces students to important cultural, social, and religious trends in the history of this fascinating religion and relates them to key events. In addition to major themes such as Muhammad and the early history of Islam, the Sunni-Shi’ite divide, European colonialism, an introduction to the Arab-Israeli conflict, and the rise of Fundamentalism, the course may address other important topics such as women in Islam, examples of religious cooperation in Islamic Spain and Mughal India, pan-Arabism and nationalism, and heresy and dissent. 3 credits.

L.HIS-229: African American History-AI

This course studies the African American experience from slavery to the present, focusing on the formation of both personal and community identities in light of the experience of slavery and racism. Key to our exploration of African American identity will be resistance and reform. The course will also place a heavy emphasis on African American musical traditions. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB220, L.LIB-130, or L.LIB-135. 3 credits.

L.HIS-230: Community & Identity in the American West-AI

This course focuses primarily on the interaction of Native Americans, Hispanics and the diverse population of immigrants (Euro-American, African-American, Chinese and European) who settled in United States territories west of the Mississippi River during the nineteenth century. Through primary source texts, objects, artwork and music, students will explore individual identity and how a group of individuals uses culture to build community. We will study how the interactions within a shared culture transform personal identities as well as how interactions across cultures shape each community. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.HIS-231: History of U.S. Sexuality-AV

The contemporary dialogue over sexual values and conflicts regarding sexual-decision making are not new to the American experience. In fact, scholars organize the history of American sexuality

around "contested moments" in the debate over sexual ethics and behaviors. From the initial settlement of Europeans in the New World and their contact with the worldview of Native Americans to the more recent "sexual revolutions" of the modern era, Americans debated sex. The predominant ethical framework governing that conversation reflects the dominance of Protestant Christianity in American culture. Other ideological frameworks deriving from science, gender construction, economic patterns, racism and generational conflict also drive the evolution of sexual value sets. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-220, L.LIB-130, or L.LIB135. 3 credits.

L.HIS-232: Herbert Hoover & the Great Depression

When elected in 1928, people perceived Herbert Hoover as a caring, compassionate, humanitarian. By 1932, American citizens believed he did not care about the people some blamed him for the depression and to others his name became synonymous with Satan. Why did this transformation in public opinion happen? This J-term course will explore this question by studying the effects of the Great Depression on the American populace and their response. It also examines the character and actions of Herbert Hoover both before and during his presidency. Key to our study will be the archival collections of the Herbert Hoover Presidential Library & Museum in West Branch, Iowa. 3 credits. January term.

L.HIS-235: Race & Gender Reform in the United States-AC

The course focuses on the struggles for racial and gender equality that took place during slavery--the abolition movement--contributed to the evolution of a women's rights movement; more recently, the civil rights movement helped stimulate the women's liberation movement. This course compares and contrasts these movements for racial and gender justice. We will study the past, but also bring our historical query to the present with a study of contemporary social movements. Prerequisites: L.LIB-100, L.LIB-105, L.LIB110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-239: United States Women's History-AC

This course focuses on the evolving concept of gender identity in American society. We will compare and contrast the experiences of women of varying ethnic, class, racial, and regional identities. Women labored at home and for wages. They built and influenced families, communities and organizations. They worked to reform society, shaping the social, political and economic world through their efforts. We will trace the evolution of women's rights and gender equity from the early 1600s to the present. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.HIS-245: The Celts-AC

The Celts- Hags, Druids, and Saints pace the pages of Celtic myth and folklore, entrancing audiences and readers with stories of personal dilemmas, heroism, and magic. This course will analyze comparatively some Irish and Welsh myths, study the evolution of the legend of St. Patrick, and read fairy tales in an effort to understand important cultural realities and the social changes they reflect. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-248: The Cold War-AI

This course examines the history of the Cold War with special emphasis placed on the American and Soviet visions of the world community and Soviet and American identities underlying the conflict between these two superpowers. The course will also briefly look at the relations between the U.

S. and post-Soviet Russia and the new Russian national identity developed after the Cold War. 3 credits.

L.HIS-249: Russian Civilization-AC

A study of Russian history with a special emphasis on the cultural context. The course starts with a brief overview of pre-Petrine Russia, but places the emphasis on imperial Russia (from Peter the Great to 1917) and Soviet and post-Soviet Russia. Students are expected to develop an in-depth understanding of continuity and change in Russian civilization and of the differences and similarities between Russian civilization and Western civilization. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-255: United States/Latin American Relations

A survey of Interamerican relations with emphasis on the period from the Spanish-American War (1898) to the present and on U.S. relations with Latin America. 3 credits.

L.HIS-257: Modern Brazilian History & Culture-AC

This course examines the history of Latin America's largest geographic and most populous nation from the arrival of the Portuguese Court in 1808 to present. Focus will be on issues such as the dynamics and legacies of the world's largest slave society, economic growth and industrialization, political organization and participation, liberalism, populism, authoritarianism and democracy, urbanization, race relations, European and Asian immigration to Brazil, ethnic and gender identities, regionalism, and elements of popular culture such as music, the arts, and sports. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-272: Japan in the Modern World-AI

This course is a study of modern Japanese history since the Meiji Restoration (1868), emphasizing: (1) Japan's Westernization and contesting views of the national identity after the Meiji Restoration; (2) the Japanese view of themselves and other nations during World War II and the contesting national identities of the Japanese as victims or victimizers in the postwar discourse on war experience and responsibility; (3) the transformation of group identities brought about by economic development and social changes in Japan since 1945. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-275: History As Film: East Asia

This course examines themes in East Asian history dramatized in select feature films. Films to be viewed and critiqued in class include *Genghis Khan: To the Ends of the Earth and Sea* and *The Last Samurai*. A feature film on a historical theme is a piece of art, but it interprets history. While it is not a source of historical knowledge, its interpretation of history can and should be evaluated or critiqued; such evaluations or critiques would help us develop a more sophisticated understanding of the past. Prerequisite: L.LIB-100. 3 credits.

L.HIS-277: Modern Chinese History & Culture-AC

A study of China from the Opium War (1839-1842) to the present, with an emphasis on cultural history. This course examines how political, economic, and cultural changes during the last one and a half centuries have altered the sense the Chinese have of themselves and of China's place in the world. It also examines how cultural tradition persists in China through changes. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-279: Gandhi the Interfaith Peace-BUILDER-AV

This is a January term study travel course links Gandhi's teachings on non-violence and interfaith peace-building to site visits in India related to his personal history, his historical environment, and the context of religious pluralism in India. The course will involve community-based learning as students hear lectures from peace-building experts in India, conduct interviews related to understanding the social ecologies of the subcontinent's diverse cultural landscape, and visit

organizations whose mission is to address injustice and religious discord. Approximately three days of the course will be spent on campus and 18 days spent in India or in travel to India. Sophomore standing or above. 3 credits. January term.

L.HIS-282: History as Film: Africa-AC

This course explores three cultural traditions--American, European, African--as represented in their dramatic/action films on African history, and helps develop an awareness of fundamental differences between western (American/European) and African perceptions of Africa, as long-standing western/African cultural traditions. The course will address issues of change and continuity in American and European cultural imaging of Africa; African critiques of American and European historical films; African stereotypes as reflections of evolving American and European race consciousness. Prerequisites: L.LIB100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-285: The Arab-Israeli Conflict

The Arab-Israeli Conflict is an interactive course that will educate students about the complexities of the relationship between Israel, Palestinians, and their Middle Eastern neighbors and will engage students interactively with sources and people through reading, role play, and personal contact with people who are impacted by the situation, institutional peace efforts, grass-roots action toward reconciliation, and voices of dissent in both Palestinian and Jewish communities. 3 credits. January term.

L.HIS-288: The Historian as Investigator

This course surveys the vocations available through the discipline of history and overviews a range of methodological approaches. It also provides form skills training in research and writing. 3 credits. Spring semester.

L.HIS-320: Native American Archeology

Native Americans settled in North America at least 15,000 years ago. This course explores the ancient history of what became the continental United States, focusing on the Native American occupants of the Upper Mississippi River Valley. The course utilizes the discipline of archeology to explore the many different peoples who inhabited the United States prior to European colonization. We end our study with the peoples encountered by Europeans at contact in the 1600s. 3 credits.

L.HIS-329: The Enlightenment

An examination of the major institutions of eighteenth-century European society and the social history of ideas, particularly the contrast between elite and popular culture, and the primary social criticisms and reforms proposed by Enlightenment writers such as Montesquieu, Voltaire, Rousseau, and the Encyclopedists. 3 credits.

L.HIS-330: The French Revolution

The causes and course of the revolution including the origins of modern political culture in the Enlightenment and the revolution, international repercussions, terror, social consequences, and the Napoleonic period. 3 credits.

L.HIS-333: Imperial Geographies-AA

This course will study how the aesthetics of urban design and architecture from the late 19th century to present are symbolic of key questions that speak to imperialism, colonialism, nationalism, and the postcolonial condition. The course material will consider how architects, geographers, urban planners, and certain political and social classes engaged the legacy of colonialism and the politics of nationalism in their work and practices. Attention will be paid to the spatial organization of colonial and postcolonial cities, the politics of architectural and urban design, and the aesthetic nature of urban iconography. Case studies will be drawn from various cities throughout Africa, Europe, Asia,

and the Caribbean. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.HIS-340: The Age of Kings & Conversions: Medieval Europe, 476-1075

An exploration of the vivacious and complex world of barbarians and monks, pagans and Christians, queens and bishops. Questions about historical interpretation and analysis of evidence are important to the study and understanding of this period. 3 credits.

L.HIS-341: The Age of Love & Reason: Medieval Europe, 1075-1530

A thematic study of the late medieval period that addresses issues of importance for that age and of interest for the modern world. Important themes will include love and marriage, chivalry, heresy, architecture and representation, individual and communal identity, the formation of nation-states, the Crusades, popular culture, intellectual developments, and the Italian Renaissance. 3 credits.

L.HIS-342: The Reformation-AI

The Reformation was by all accounts a spectacular event. Framed by the bitter denunciations of Martin Luther and the rigid restrictions of the Index of Forbidden books, enlivened by theological debate and mortified by extreme violence, the Reformation was to the people of the sixteenth century inspiring yet harsh and provided absolute certainty while at the same time provoking unimaginable confusion and complexity. How did it respond to the question, 'What does it mean to be a Christian'? Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220.3 credits.

L.HIS-343: Medieval Christianity

A study of the development of western Christianity in the Middle Ages, with particular attention to formative influences, definitive tensions, diverse perceptions and popular appeal. The most important themes are monasticism, sanctity, heresy, and the spiritual expressions of women and men. Less emphasis upon institutional history. 3 credits.

L.HIS-344: Celtic Christianity & Roman Catholicism

This is a study travel course to England, Ireland, and Scotland, exploring historical places associated with the earliest Christians in those areas. Focusing especially on the collaboration and conflict between the Celtic Christianity of Ireland, Wales, and Scotland and the Roman Christianity spreading from the south of England, the course will examine the transition from paganism to Christianity and the conceptual realities that made that both possible and challenging. Destinations may vary each time the course is taught. 3 credits. January term.

L.HIS-346: Isle of the Saints: A Study Tour-AI

Through travel and study in Ireland, this course examines medieval Irish society, including law, genealogy and tribal affiliation, from the beginnings of Irish "history" in the fourth century A.D. to the religious and political turmoil of the sixteenth and seventeenth centuries, when Continental calls for Reformation, joined with Tudor and Cromwellian assertions of power to force Irish people to reorganize their communities and their sense of identity. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.HIS 348: Paris in the 1920s & 1930s

Paris in the 20s was the place to be. There you could find a fusion of the latest, most daring trends in art, music and literature and a haven for those who had no "home" to speak of— displaced Russian nobility who had fled their homeland after the Revolution; Africans from various French colonies who had come to Paris to study; American blacks who had come to escape repressive Jim Crow laws. We will examine this period through art, music, literature and journalism. 3 credits.

L.HIS-349: The Second World War

The causes of the war, the European and Pacific campaigns, the civilian reaction, the Holocaust, resistance movements and the origins of the Cold War. 3 credits.

L.HIS-360: Southern Africa Since 1800

An examination of the impact of white settler rule in the region of Southern Africa, which includes countries of Angola, Botswana, Lesotho, Malawi, Mozambique, South Africa, Swaziland, Zambia and Zimbabwe. Topics include settler colonialism; the imperial scramble for colonies; British and Portuguese colonial rule; the regional mine labor system; Apartheid, and African struggles for independence. 3 credits.

L.HIS-365: Contemporary Urban Portugal

The main content of the course will investigate the various historical and geographical issues surrounding the fall and legacies of the Portuguese empire in Africa, such as national identity and geopolitics, migration, and subsequent changes to the cultural landscape and human geography of the metropolitan Lisbon area. Students will have the opportunity to study these themes firsthand by visiting many of Lisbon's historic and newly constructed neighborhoods, museums, monuments, and community centers that speak to these dynamic issues. 3 credits. January term.

L.HIS-380: The Cold War

A study of the Cold War as a global confrontation between the United States and the Soviet Union and as a global conflict between Communism and capitalism. Topics include the origins of the Cold War, nuclear weapons and the Cold War, ideologies of the Cold War and propaganda, the Third World and the Cold War, and the end of the Cold War. 3 credits.

L.HIS-386: United States Survey for Teachers

Designed to prepare K-12 teachers of social studies and United States history, this course develops the ability to conceptualize and define the American past in order to teach United States history. This course provides models and tools for determining the overarching themes that help explain and explore the American past using a wide variety of methods. Students will identify resources that help teachers make decisions on what to teach, define historical trends, and analyze reading strategies in the field of history, including reading comprehension and critical reading. Required for the endorsement in American History and the All Social Sciences Teaching endorsement. Restricted to Teacher Education students only. 3 credits.

L.HIS-392: History as Film

This course examines the uses of film as sources of historical knowledge, principally through documentaries but also through semi-documentaries and fictional films. Nontraditional materials of historians (motion-picture films) as well as traditional materials (written sources) will enhance significantly the student's interest in and understanding of modern history. Topics vary and will be determined by the availability of films and students' interest. 3 credits.

L.HIS-395: Topics

History topics course. Used to develop courses which have not been approved under another catalog number. See Division Chair for more information.

L.HIS-404: Historical Geography

An historical overview of the major developments in formal, practical, and popular global geopolitics from the late 19th century to present. The material will examine the origins, application, and outcomes of geopolitical theories related to cartography; empire and imperialism; nation building and nationalism; decolonization and independence; the Cold War; and the multi-faceted dimensions of globalization. This course will partially satisfy the geography requirement for the All-Social Science teaching endorsement. 3 credits.

L.HIS-427: United States Catholicism

The history of Roman Catholics and Roman Catholicism in the U.S. from colonial beginnings to the present, with special emphasis on the changes in and anomalies of Catholic identity. 3 credits.

L.HIS-431: Revolutionary Era in the United States

The U.S. in the 18th century, development of British imperial policy and reactions to it, the break from the British empire, experiments in new forms of self-government and the framing, ratification and implementation of the U.S. Constitution in the 1790s. 3 credits.

L.HIS-439: The Creation of Modern America, 1877-1924

This course concentrates on the incredible transformation of society that took place in the United States between 1877 and 1924. The changes of this period resulted in the creation of modern American society. To understand the 20th century we must understand the changes begun during the Gilded Age and completed by the 1920s. Because these changes took place in almost every area of society, this course will draw upon social, cultural, economic, diplomatic, and political history. 3 credits.

L.HIS-443: Civil War & Reconstruction

The U.S. from the 1840s through the 1870s with emphasis on the causes of the war, consequences of the military conflict and the difficulties of reconciling the former enemies. 3 credits.

L.HIS-453: The Great Depression & the New Deal

A study of the Great Depression in the United States, including its origins, the consequences of depression on U.S. society and the New Deal as a response to the crisis. Different perspectives based on race, gender, age and region will be discussed. This course will also examine the legacy of the New Deal, including the evolution of the social welfare state, the transformation of the role of government in society and the expansion of the power of the president. 3 credits.

L.HIS-455: United States History Since 1945

The political, social, and economic history of the U.S. from the end of World War II to the present, including the evolution of Cold War politics and major changes in U.S. society. 3 credits.

L.HIS-456: The Civil Rights Movement

A focus on the post-World War II struggle for racial equality in southern and northern states. Organizations studied include the National Association for the Advancement of Colored People, Southern Christian Leadership Conference, Student Non-Violent Coordinating Committee, Congress of Racial Equality, the Black Panthers, the Nation of Islam, and a sample of local action groups. 3 credits.

L.HIS-489: The Historical Thinker

Historians interpret the past and often employ theoretical concepts to convey meaning. Students enrolled in this course will not only study theory, but see its application in a variety of modes of discourse and in settings outside of academia. Open only to junior and senior history majors, normally in their second semester junior year. 3 credits. Spring semester.

L.HIS-490: The Professional Historian

This research seminar guides students through the creation of a project, linked to a career pathway, based on original research. For history majors only, normally in their senior year. Cannot be repeated more than once. 3 credits. Fall semester.

L.HIS-494: Internship in History

This internship will provide students with a learning experience while working several hours a week for a semester or during the summer for a historical society, history firm, museum, archive, research library, or some equivalent institution. Prerequisites: completion of 12 credits in history prior to the beginning of the internship, and permission of the division chair and the work supervisor of the internship at the institution where the internship will be performed. 2-3 credits (a minimum of 50 hours of work required per credit).

INTERNATIONAL STUDIES

L.INS-489: Senior Seminar

A thesis-preparation seminar culminating in a public defense on a topic derived from the student's concentration. Students are expected to develop a research paper that contributes to the literature. 3 credits.

L.INS-494: Internship in International Studies

Students are encouraged to participate in internships that expose them to the nature and variety of internationally-related careers. Such internships include working as an intern in a governmental or nongovernmental organization involved in international matters or a business organization with international exposure, work organized as part of studies abroad, and research and campus activities at Loras College. Proposal and credits are to be arranged in consultation with the Director of the International Studies Program. Junior and senior standing.

KINESIOLOGY

L.KIN-050 through 077: Instruction on the skills, strategies, and rules of different sports and physical activity will be presented and students will have the opportunity to practice their knowledge in active situations. Students will participate in multiple sports or activities throughout the semester, as organized by the course category. Course fees may be assessed in some activity classes and students may be asked to provide their own equipment or arrange for their own transportation to facilities.

L.KIN-050: Personal Fitness

This course is open only to students majoring in kinesiology (or athletic training). Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-070: Outdoor Activities

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-071: Individual Sports

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-072: Racquet Sports

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-074: Team Sports I

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-075: Individual Exercise

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-076: Ice Activities

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-077: Swimming

Credit granted for participation in this course only once. Graded pass/fail only. 1 credit.

L.KIN-101: Introduction to Kinesiology

This course provides an introduction to the study of physical activity. The course will include analysis of the importance of physical activity, the knowledge base of the discipline, and careers in physical activity-related professions. Emphasis will be placed on the understanding of the integrative nature of the discipline and the application of principles to physical activity careers. First and second year students only. 3 credits.

L.KIN-121: Personal & Community Health

A course in the fundamentals of health, including public and community health, consumer health and substance abuse. An introduction to methods used in preventing disease in the individual and the community. This course requires five (5) hours of community-based learning. 3 credits.

L.KIN-145: Nutrition

A course in the fundamentals of nutrition and how they relate to exercise, metabolism, weight control and maturational development. 3 credits.

L.KIN-210: Concepts of Wellness

The course is designed to develop an understanding of the basic principles necessary for promoting lifetime wellness. 3 credits.

L.KIN-232: Biomechanics & Kinesiology

This course provides an introduction into the fundamental mechanical concepts of biomechanics and kinesiology that apply to human movement. The course integrates the laws of physics, principles of mechanics, and advanced mathematical concepts in human movements, and provides an introduction to the analysis of commonly-used physical skills. Prerequisite: L.BIO-225, or L.KIN-230 or L.SSC-230.

Recommended: L.KIN-250 or L.SSC-250, and L.PHY-210. Not open to first year students. 3 credits.

L.KIN-235: Sport Officiating

This course is designed to introduce concepts related to sports officiating such as: psychology of officiating, positioning mechanics and signs for competitive sports (volleyball, soccer, football, baseball/softball, and basketball), fitness of officials, legal responsibilities, and officiating as a career or profession. This course is not designed as a “how to become an elite sporting official” but rather to introduce, at the undergraduate level, the general concepts of officiating as well as to develop student appreciation about what officiating entails. 3 credits.

L.KIN-240: Methods of Group Exercise Instruction

This course will introduce students to the components of effective instruction and evaluation of group exercise classes. Aligned with the American College of Sports Medicine (ACSM) guidelines for the four components of health and fitness: warm-up and stretching, cardiorespiratory training, muscular conditioning, and flexibility training, this course prepares students to develop, administer, and evaluate group exercise classes. The course includes the study of key physiological, psychological, and sociological principles and practical experiences leading group exercise classes. Prerequisites: L.BIO-225. 3 credits. January term.

L.KIN-244: Theory of Coaching

Prospective high school and college coaches are introduced to multiple issues surrounding the coaching profession. Students will be subject to philosophical, ethical, managerial and legal issues as they pertain to all team and individual sports. 3 credits.

L.KIN-250: Research Methods in Kinesiology

This course will introduce students to the components of effective instruction and evaluation of group exercise classes. Aligned with the American College of Sports Medicine (ACSM) guidelines for the four components of health and fitness: warm-up and stretching, cardiorespiratory training, muscular conditioning, and flexibility training, this course prepares students to develop, administer, and evaluate group exercise classes. The course includes the study of key physiological, psychological, and sociological principles and practical experiences leading group exercise classes. Prerequisites: L.KIN-101, and L.MAT-115 or L.BIO-279. 3 Credits.

L.KIN-322: Physiology of Exercise

A study of the physiological adaptations to exercise. Explores the interrelations of various organs and systems related to the understanding of physical activity functioning. Emphasis is placed on energy metabolism, physiological responses to exercise, diet and conditioning in athletics, and exercise training

techniques. Prerequisites: L.BIO-225 and L.BIO-226, or L.KIN-230 or L.SSC-230. Recommended: L.KIN-250 or L.SSC-250. Not open to first year students. 3 credits.

L.KIN-330: Motor Learning

This course provides an analysis of concepts related to the acquisition of motor skills. Basic research and principles are discussed in relation to motor learning and performance, with specific relevance to the practice of teaching motor skills in physical education, rehabilitation, and fitness settings. This course involves active involvement in laboratory experiences. Prerequisites: L.KIN-101, L.LIB-105 or L.ENG-111, and L.LIB-110. Not open to first year students. 3 credits. January term.

L.KIN-338: Sport Psychology

This course will focus on social and psychological factors related to participation in sport. Topics will include stress, anxiety, motivation, self-perceptions, and psychological skills training. The primary focus of the course will be on the application of psychological principles to coaching athletics. Prerequisites: L.PSY-101 or L.PSY-121. Recommended: L.KIN-250 or L.SSC-250. Restrictions: Not open to first year students. 3 credits.

L.KIN-344: Theory of Strength Training & Conditioning

Students are introduced to the basic theories, methods, and practices of strength training and conditioning. Material presented will include basic physiology, designing training programs, and teaching basic movements. This course is intended to prepare students for the Certified Strength and Conditioning Specialist (CSCS) exam that is administered by the National Strength and Conditioning Association (NSCA). Prerequisite: L.BIO-225 and L.BIO-226, or L.KIN-230 or L.SSC-230. Restrictions: Not open to first year students. 3 credits.

L.KIN-370: Fitness Assessment & Prescription

This course uses a hands-on approach to teaching students the techniques and application related to exercise prescription and assessment. Students create fitness and assessment programs for an individual adult client and supervise client progress over the course of the semester. Prerequisites: L.KIN-050, L.KIN-322 or L.SSC-322, and L.KIN-344 or L.SSC344, First Aid/CPR Certification. Not open to first year students. 3 credits.

L.KIN-392: Practicum in Physical Activity & Health I

Practicum experiences in the kinesiology program are designed to provide students with opportunities to apply their skills and gain experience in the development, implementation, and assessment of physical activity and wellness programming. Practical experiences must be approved by the sponsoring faculty member and the kinesiology program coordinator. Specific guidelines can be found in the Kinesiology Student Handbook. Instructor permission is required to enroll. 3 credits.

L.KIN-393: Practicum in Physical Activity & Health II

Practicum experiences in the kinesiology program are designed provide students with opportunities to apply their skills and gain experience in the development, implementation, and assessment of physical activity and wellness programming. Practical experiences must be approved by the sponsoring faculty member and the kinesiology program coordinator. Instructor permission is required to enroll. 3 credits.

L.KIN-439: Exercise Psychology

This course will examine the factors that influence participation and adherence in exercise and other forms of physical activity. Students will explore personal and contextual factors that inhibit and contribute to physical activity across the lifespan. Theoretical models and empirical research will be reviewed, critically reviewing existing theory and examining new avenues for future research. In addition, effective strategies for intervention will be reviewed and discussed. Prerequisites: L.PSY-101 or L. PSY-121. Junior or senior standing only. Highly recommended: L.KIN-250. 3 credits.

L.KIN-492: Internship in Kinesiology I

Internships in the kinesiology program provide students with opportunities to explore careers and gain hands-on experience in a related area. Internship sites must be off-campus and approved by the kinesiology program coordinator. All internship sites must be approved in advance. Specific prerequisites are identified in the Kinesiology Student Handbook. Instructor permission is required. 2-4 credits.

L.KIN-493: Internship in Kinesiology II

Internships in the Kinesiology Program provide students with opportunities to explore careers and gain hands on experience in a related area. Internship sites must be off-campus and approved by the Kinesiology Program Coordinator. All internship sites must be approved in advance. Specific prerequisites are identified in the Kinesiology Student Handbook. Instructor permission is required. 2-4 credits.

LIBERAL ARTS

L.LIB-100: Modes of Inquiry-FI

An introduction to active learning in the liberal arts and to the transition to college through study of a concrete event or issue. Student dispositions, critical thinking and argumentative writing will be introduced. This requirement may be waived for non-first year students upon transfer of 15 credits of post-secondary coursework (non-exam credit only) from an accredited institution, or for adult first-year students. 3 credits.

L.LIB-105: College Writing-FW

An aims-based writing course focusing on informative, analytical, argumentative, and expressive writing. Includes instruction on research-based writing. Emphasizes prewriting, organization, revision, and editing. 3 credits.

L.LIB-110: Public Speaking-FS

Designed to develop effective speaking before audiences through understanding of rhetorical principles and through practice in construction, delivering, and evaluating informative and persuasive speeches within the public and group arena. Fulfills the oral communication college requirement. 3 credits.

L.LIB-112: Survey of Math Models-FM

Students will learn to apply mathematical models to the analysis of real-world problems. By studying mathematical modeling students will experience mathematics as a liberal art and develop an appreciation for the use of mathematics for interdisciplinary studies and for use with real work applications. Titles vary, but common course offerings include: Survey of Mathematics, Mathematics of Games, and Math for Survival. Prerequisite: 3 years of high school mathematics, including a year of Algebra II or a grade of C- or higher in L.MAT-091. 3credits. January term.

L.LIB-130: Catholic Voices-MC

This course will have as its primary focus the “voices” of three mystics: Catherine of Genoa (late 15th/early 16th century Italian saint), Hieronymus Bosch (late 15th/early 16th century Dutch painter) and Anthony De Mello, SJ (20th century Jesuit from India, spirit master, retreat director, psychologist and best-selling author). Catherine’s voice will emerge from her teachings as set down by her disciples, Bosch’s from his paintings and De Mello’s from selections from one of his many books. We will consider questions such as: What is a mystic? Why did past mystics practice heroic self-denial? Did they have privileged access to God? How? Do all people have mystical potential? What enables mystics to focus so single-mindedly on the unseen and unknowable? Do mystics “know” God differently than others? Do the experiences and teachings of these three mystics have anything to say to our time and our culture? Does De Mello’s syncretism have anything to teach us about how Catholicism could relate to other major faiths in the 21st century? It will also be useful for comparing non-neo-Platonic mysticism with the earlier medieval variety. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Empowered Catholic Women-MC

Joan claimed to hear saints' voices. Teresa described uniting with God in trances. Despite their strange experiences, both women were effective in the "real" world. Joan saved a nation from extinction. Teresa reformed the Carmelite order and wrote inspirational books. Sor Juana dared challenge women's role in society. Evita Perón and Dorothy Day created influential movements for social justice. This course will examine the lives of these women within the Catholic tradition. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: The Heart of the Matter-MC

Evelyn Waugh (1903-1966), Graham Greene (1904-1991), and Flannery O'Connor (1925- 1964), three significant Catholic figures of the mid-twentieth century, were very different in temperament, style of expression, and relationship to the institutional church. Given these differences, the course will attempt to uncover each author's convictions about the Catholic themes of sacramentality, mediation, and communion. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Monastery Voices-MC

What are monasteries, what role have they played in history, and what insights about the need for reflective time can they offer the rest of us in our busy modern lives? How have monks and nuns--seemingly "separated" from the world for so much of their lives--been able to speak with such clarity on social and civic issues? These are the kinds of questions to be pursued in Monastery Voices as students study the background of monasteries, read the works of Thomas Merton and other modern/contemporary world-savvy contemplatives, and investigate related topics through group research and presentations. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Seasons of the Sacred-MC

This course examines the nature of Roman Catholicism through an investigation of the principal seasons and feasts of the Church Year. Each and every time the Church gathers to pray, it recalls the Paschal Mystery of Christ by unfolding particular aspects of the salvation offered by God. Through an immersion in primary liturgical texts, this course compares Christ and salvation via three liturgical vantage points: Advent-Christmas; Lent-Easter; and select other feasts of the Liturgical Year.

Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Social Justice Today-MC

This course will look at the intersection of the Catholic faith with the quest for social justice in the modern world, but will not deal directly with contemporary economic and political analyses of social issues. Rather, it will examine how, in three different contexts or from three different perspectives, Catholics have utilized the resources of their faith tradition to identify and struggle against social injustice in varying ways. The course will also introduce fundamental principles in Catholic thought that support faithful yet diverse responses to social injustice. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Three French Guys-MC

France's faith legacy includes Frédéric Ozanam (founder of the St. Vincent de Paul Society), Jacques Fesch (convicted murderer who converted to Christianity) and Jérôme Lejeune (geneticist who detected the cause of Trisomy 21/Down Syndrome). Study, service and other encounters apply sacramentality, mediation, and communion to the Catholic perspective about God, Scripture, justice and mercy, human dignity and society. Appropriate for social work, criminal justice, and health science students. 3 credits. January term.

L.LIB-130: Torn Between Two Worlds-MC

Mystics hunger for God. "Worldly Mystics" experience a most intense desire for God but they face great difficulty in satisfying it due to competing worldly demands. This course will explore three such individuals: one female saint (St. Catherine of Genoa), one medieval artist (Hieronymus Bosch) and one antebellum American priest (Isaac Hecker). Through their writings, paintings and teachings we will discover the extreme interior psychological and religious tensions of being "torn between two

worlds:” the inner hunger for communion with God and the outer demands of daily life. Prerequisite: L.LIB-100. 3 credits.

L.LIB-130: Witnesses to Hope, Heart & Humanity-MC

This course traces the notes of sacramentality, mediation, and communion in the writings and life experiences of the Pope John Paul II, Thérèse of Lisieux, and Jean Vanier. The following sub-themes figure prominently in the course: the role of the material and the sensible in communicating the presence of God; the reciprocity of giving and receiving in the loving exchange between God and humans, and among humans themselves; the necessity of prayer, virtue, artistic expression, and leisure as perfective elements of life; and the solidarity of work, celebration, and sacrifice as constitutive of the human community, irrespective of our personal limitations. Prerequisite: L.LIB-100. 3 credits.

L.LIB-135: The Body of Christ at Prayer-MC

The nature of Roman Catholicism can be experienced through an investigation of its liturgical practices, especially via comparison and contrast with the liturgical practices of other Christian traditions (for example, Protestant or Orthodox traditions). Since worship and belief reciprocally form and inform each other, students will engage in sustained observation of liturgical practice throughout the semester – especially the Sunday gathering of Christians – in order to open up the possibility of encountering the faith of communities as it is experienced in people, places, preaching, prayer, and music.

L.LIB-135: Catholicism and African Tribal Religions-MC

This course explores the rituals imbedded in Catholicism and African tribal religions (primarily in western Africa), with particular attention to water ritual, the idea of communicating with saints/ancestors as intercessors, the concept of sacrifice, the critical importance of communion and common prayer. Prerequisite: L.LIB-100. 3 credits.

L.LIB-135: Priests, Ministers, Rabbis-MC

This course primarily examines the nature of Roman Catholicism by comparing and contrasting it to Judaism and some of the more prominent Protestant Christian traditions. More specifically, this course investigates the similarities and differences between the ordained leaders of those communities – Roman Catholic Priests, Protestant Ministers, and Jewish Rabbis. Prerequisite: L.LIB-100. 3 credits.

L.LIB-135: Sacramentality, Mediation, and Communion-MC

This course will help students to develop an awareness of the spiritual and religious dimension of human experience and to clarify the beliefs and attitudes of the Catholic viewpoint, especially as exemplified by the Christ-centered principles of sacramentality, mediation, and communion, (by studying the thought of St. Thomas Aquinas) through a comparison with the viewpoint of Taoism (by studying the thought of Lao Tzu), with special attention paid to how each view understands God/The Source and the origin, nature, and purpose of humankind. Prerequisite: L.LIB-100. 3 credits.

L.LIB-135: Spiritual Journeys-MC

A comparative study of how Catholicism and another religious tradition (e.g. Protestantism, Judaism, ancient polytheism) have imagined the spiritual journey. Along with an overview of each religious tradition, we will devote most of our energy to studying Dante's Divine Comedy and one other spiritual and literary masterpiece (e.g. The Odyssey, The Aeneid, Pilgrim's Progress, The Book of Exodus, and The Faerie Queene). Topics will include spiritual, ethical, and theological issues, including the

nature of the divine, the relationship between the human and the divine, the afterlife, and ethical values. Prerequisite: L.LIB-100. 3 credits.

L.LIB-135: Spiritual Memoirs-MC

Spiritual memoirs use personal narratives to explore the sacred as a fundamental part of an individual's identity. Within Catholic and other religious traditions, early church voices, influential thinkers and contemporary writers employ the memoir as the vehicle for exploring one's relationship to God. Comparing spiritual memoirs across Catholic and other Christian and spiritual traditions allows for sustained analysis of the importance of individual story in religious experience. Students will read a variety of memoirs, write their own personal narratives, and reflect on vocation and calling. In sum, students will consider how the individual's life story intersects with communal, social and religious stories. Prerequisite: L.LIB-100. 3 credits.

L.LIB-220: Democracy/Global Diversity-MD

An introduction to basic questions about the human person and intercultural diversity related to an exploration of democratic traditions in a comparative global perspective. Students will compare and contrast a western democracy with a non-western society at a moment of a major event or crisis. Although a historical examination, the course will also promote critical analysis and make connections to the modern issues still implicit in the values presented as principles of the two civilizations. Prerequisites: L.LIB-100, L.LIB105 or L.ENG-111, and L.LIB-110. 3 credits.

L.LIB-252: Traditional Forms of Healing-AC

This course provides an introduction to forms of traditional healing which have as their basis conceptualizations of wellness grounded in an integrated understanding of body, mind, and spirit and the incorporation of plant, animal, and mineral based medicines, spiritual therapies, and manual techniques and exercises that seek to address the totality of the person in the maintenance of health and wellbeing. Traditional forms of healing that may be covered in this course include Ayurvedic, traditional Chinese medicine, and/or indigenous practices which have been developed over thousands of years and form an integral part of various cultural traditions. PLEASE NOTE: This course is intended to provide information on various healing practices and is not intended to diagnose or treat any physical or mental ailments. Students with diagnosed health issues (such as physical limitations, asthma or severe allergies, for example) might find that some of the experiential activities of this course are not appropriate for them and therefore should consult with the professor before enrolling in this course. Prerequisites: L.LIB-100; L.LIB105; L.LIB-110; and one from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

MATHEMATICS

L.MAT-091: Intermediate Algebra

This course is designed to prepare the student for college-level (100-level) coursework in mathematics. The course covers arithmetic, pre-algebra, and elementary and intermediate algebra, including linear equations and linear functions and applications, and exponents. 4 credits.

L.MAT-110: Math for K-8 Teachers I

This course begins to develop the solid foundation in K-8 mathematics needed by future elementary and middle school teachers. The focus of this course is on Numbers and Operations. In addition, this course will introduce students to professional recommendations and state requirements for mathematics instruction and provide students with a global perspective on mathematics achievement. This course does not fulfill mathematical modeling general education requirements. 4 credits.

L.MAT-111: Math for K-8 Teachers II

This course provides further instruction on K-8 mathematics for prospective elementary and middle school teachers. L.MAT-111 focuses on the content domains of Geometry, Measurement, Probability,

and Algebraic Thinking. The course topics are taught using teaching techniques appropriate for elementary and middle school, including guided discovery and other student-centered approaches.

Prerequisite: L.MAT-110. 4 credits.

L.MAT-113: College Algebra-FM

Advanced work in algebra, functions and graphing in the context of mathematical models. Topics include linear, polynomial, exponential and logarithmic functions and regression. Prerequisite: a grade of C- or better in L.MAT-091 or placement into L.MAT 113. May not be taken for credit if a grade of C or higher was achieved in MAT-117 or a higher level mathematics course. 3 credits.

L.MAT-115: Statistics-FM

Basic statistical concepts and methods. Descriptive statistics and probability, distribution and sampling theory, hypothesis testing and analysis of variance, correlation and regression.

Prerequisite: a grade of C- or better in L.MAT-091 or placement into L.MAT 115. 4 credits.

L.MAT-117: Pre-Calculus-FM

This course provides a one semester preparation for calculus while presenting an introduction to mathematical modeling. Topics include: linear, quadratic, exponential, and trigonometric models.

Prerequisite: a C- or better in L.MAT-113 or placement into L.MAT 117. 4 credits.

L.MAT-150: Calculus of One Variable I-FM

A study of the basic concepts and techniques of analytic geometry, differential and integral calculus of functions of one variable, and applications to calculus-based models. Prerequisite: Demonstrated competency in L.MAT-113 and 117 or equivalent or placement into L.MAT 150. 4 credits.

L.MAT-160: Calculus of One Variable II

Further study of the integral calculus of functions of one variable and an introduction to sequences, series, and differential equations. Prerequisite: L.MAT-150 or equivalent. 4 credits.

L.MAT-220: Introduction to Probability & Statistics

A study of the fundamental techniques used in descriptive statistics as applied to real-world data and the processes associated with the design and analysis of experiments; application of theories from calculus to the construction of cumulative distributions for continuous random variables and computation of associated probabilities, expected values and variances. Prerequisites: L.MAT-150, and one of L.MAT-160, L.CIT-115, or L.EGR-116. 3 credits.

L.MAT-230: Discrete Mathematics

This course introduces the ideas and methods of logic and proofs. Topics include: set theory, logic, functions, proof types and elementary number theory. Prerequisite: L.MAT 150 and one of L.MAT-160, L.CIT-115, or L.EGR-116 (these last three can be taken as a co-requisite). 3 credits.

L.MAT-250: Linear Algebra

A course which introduces abstract vector spaces, matrices and linear transformations. Prerequisite: L.MAT-150 and one of L.MAT-160, L.CIT-115, or L.EGR-116 (these last three can be taken as co-requisite). 3 credits.

L.MAT-260: Analytic Geometry & Calculus III

A study of partial differentiation and multiple integration, elementary vector analysis and applications of these concepts. Prerequisite: L.MAT-160 or placement into L.MAT-260. 4 credits.

L.MAT-310: Ordinary Differential Equations

Theory, solution and applications of ordinary differential equations including Laplace transform methods. Prerequisite: L.MAT-160. 3 credits.

L.MAT-370: Numerical Analysis

A study of some of the standard numerical algorithms used to solve real-world problems arising in engineering and the sciences, and use of a computer to implement these algorithms; pitfalls in computation, error analysis, solving linear systems, interpolation and approximation. Prerequisites: L.MAT-160 and L.CIT-115. 3 credits.

L.MAT-380: Modern Geometry

Both Euclidean and non-Euclidean geometries are studied from an axiomatic viewpoint. Traditional high school geometry concepts are presented in a rigorous fashion so as to expand one's depth of understanding of traditional geometry. Prerequisite: L.MAT-230 or permission of the instructor. 3 credits.

L.MAT-390: Mathematics Seminar

A course where students experience and learn mathematics beyond that contained in usual coursework. Participants carry out research in an area of mathematics of interest to them with a faculty mentor. Each student gives at least one presentation on their topic and make definite progress toward the completion of the senior paper and presentation. Prerequisite: L.MAT-260, and 230; L.MAT-250 can be taken as a co-requisite. 1 credit (may be repeated).

L.MAT-391: Guided Research

A course where students experience and learn mathematics beyond that contained in usual coursework. Participants carry out research in an area of mathematics in a small group. Groups will give presentations and submit a final artifact. Prerequisite: L.MAT-230, L.MAT-250, and L.MAT-260. 3 credits.

L.MAT-450: Modern Algebra

A course which covers basic ideas on groups, rings, integral domains, fields, and polynomials over a field. Prerequisite: L.MAT- 230, and L.MAT-250 can be taken as a pre-requisite or co-requisite, or permission of instructor. 3 credits.

L.MAT-460: Real Analysis

Further work in calculus, including the properties of the real number system, limits and continuity, differentiation and integration, sequences and series. Prerequisite: L.MAT-160 or 170, and L.MAT-230 (or permission of instructor); L.MAT-250 can be taken as a pre-requisite or co-requisite. 3 credits.

L.MAT-490: Math Portfolio-PJ

Students will assemble a portfolio that provides evidence of appreciable growth in their understanding of mathematics, and reflect on the relevance of the Loras College dispositions and lifelong learning skills to their development in the major and as a person. This course satisfies the general education portfolio requirement. Prerequisite: Declared Mathematics major, completion of three of the five advanced general education courses, L.MAT-230, 250, and 260, L.MAT-391 or at least two semesters of L.MAT-390. 1 credit.

L.MAT-495: Topics in Mathematics

Selected topics of current interest to students. Prerequisite: Permission of instructor. Credits arranged.

MUSIC**L.MUS-100: Soundscapes**

This course offers its participants a unique opportunity to examine and expand their understanding and definitions of music on both personal and communal levels. Music is both science and art, existing in diverse communal configurations. An enlarged appreciation of the intersection of sound and significance (what does this sound "mean") invites a deeper listening, one that is beyond mere hearing. Students will explore selected musical compositions and attend "live" concert venues and create their own composition. 3 credits. January term.

L.MUS-101: Music Theory I

This course offers an integrated presentation of the fundamental materials of music, including but not limited to, ear-training, sight-singing, harmony, chord recognition and analysis, musical forms, elementary orchestration and beginning composition. Prerequisite: None. 3 credits.

L.MUS-102: Music Theory II

This course offers an integrated presentation of the fundamental materials of music, including but not limited to, ear-training, sight-singing, harmony, chord recognition and analysis, musical forms, elementary orchestration and beginning composition. Prerequisite: L.MUS-101 or permission of instructor. 3 credits.

L.MUS-110: Voice

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-117: The Jazz Experience

The Jazz Experience is a study/travel course that focuses on the performance of jazz styles in instrumental and vocal music. Students spend the first week of the course on campus learning several jazz styles through intensive rehearsals and listening episodes. The following weeks are spent traveling and performing. 3 credits. January term.

L.MUS-121: Piano

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-122: Organ

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-123: Harpsichord

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-131: Violin

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-132: Viola

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-133: Cello

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-134: String Bass

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-135: Guitar

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-141: Flute

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-142: Oboe

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-143: Clarinet

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-144: Saxophone

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-145: Bassoon

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-151: Trumpet

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-152: French Horn

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-153: Trombone

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-154: Euphonium

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-155: Tuba

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-160: Percussion

Applied music course. 1-2 credit. Prerequisite: None

L.MUS-174: String Techniques

Skills and materials to organize and teach string instruments in the schools. 1 credit.

L.MUS-175: Woodwind Techniques

Skills and materials to organize and teach woodwind instruments in the schools. 1 credit.

L.MUS-176: Brass Techniques

Skills and materials to organize and teach brass instruments in the schools. 1 credit.

L.MUS-177: Percussion Techniques

Skills and materials to organize and teach percussion in the schools. 1 credit.

L.MUS-181: Loras Wind Ensemble

Prerequisites: None. Audition and instructor permission. 0-1 credit.

L.MUS-182: Loras Jazz Ensemble

Prerequisites: None. Audition and instructor permission. 0-1 credit.

L.MUS-183: Loras Concert Choir

Prerequisites: None. Audition and instructor permission. 0-1 credit.

L.MUS-184: Loras Chamber Singers

Prerequisites: None. 0-1 credit.

L.MUS-185: Bella Voce (Women's Choir)

Prerequisites: None. 0-1 credit.

L.MUS-186: Con Brio (Men's Choir)

Prerequisites: None. 0-1 credit.

L.MUS-188: Chamber Ensembles

Prerequisites: None. 0-1 credit.

L.MUS-203: Music Theory III

A continuation of L.MUS-101 and L.MUS 102, with further development of the involved material.

Prerequisite: L.MUS-102. 3 credits.

L.MUS-204: Music Theory IV

A continuation of L.MUS-101, L.MUS 102, and L.MUS-203 with further development of the involved material. Prerequisite: L.MUS-203. 3 credits.

L.MUS-215: History & Literature of Music I

Evaluation of forms, styles, media, political, social and philosophical considerations. Listening and analysis.

Prerequisite: None. 3 credits.

L.MUS-216: History & Literature of Music II

Evaluation of forms, styles, media, political, social and philosophical considerations. Listening and analysis. Prerequisites: None. 3 credits.

L.MUS-217: The Jazz Experience-AA

The Jazz Experience is a study/travel course that focuses on the performance of jazz styles in instrumental and vocal music. Students spend the first week of the course on campus learning several jazz styles through intensive rehearsals and listening episodes. The following weeks are spent traveling and performing. 3 credits. January term.

L.MUS-230: Basic Conducting

Basic techniques and principles of conducting. Prerequisite: None. 2 credits.

L.MUS-233: Curriculum and Instruction in Music K-6

Goals, content, materials, and teaching strategies and basic music skills for planning and implementing music experiences in the music classroom are primary components in this course. Creative activities and experiments that promote music across the curriculum are included. Lesson planning for musical content area is also expected. Prerequisite: Admission to Teacher Education Program. 2-3 credits.

L.MUS-252: Music Appreciation-AA

This course presents the music of Western culture in the context of social history. A variety of styles and genres are explored and related to the historical context of the studies period. Style periods explored will be selected from antiquity through the contemporary periods. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one of the following L.LIB-130, L.LIB-135 or L.LIB-220. 3 credits.

L.MUS-295: Topics

Music topics course. Used to develop courses which have not been approved under another catalog number.

L.MUS-309: Orchestration

The basic technique of arranging music for instrumental and vocal ensembles. Prerequisite: L.MUS-204 or equivalent. 2 credits.

L.MUS-315: History & Literature of Music III

Continuation of MUS-215 (216). Prerequisites: None. 3 credits.

L.MUS-321: History of Sacred Music-AA

Music of the Western church has had a profound influence on the development of Western classical music. Specifically, how that music should be crafted and presented in worship has been a topic of debate throughout time. This course provides a general survey of the development of Christian church music throughout the centuries and delves into issues surrounding music and worship. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and L.LIB-130 or L.LIB-135. 3 credits.

L.MUS-333: Instrumental Conducting

Continuation of materials in L.MUS-230 designed for instrumental conducting students. With an emphasis on score reading and instrumental materials, this course is designed to develop effective conducting techniques and planning and organizational skills basic to teaching instrumental music at the secondary level. Prerequisite: L.MUS-230. 2 credits.

L.MUS-336: Choral Conducting

To develop a conducting technique basic to teaching music at the secondary level and to study and prepare scores from the main periods of music history. To learn how to plan, organize and coordinate high school choral groups. Prerequisite: L.MUS-230. 2 credits.

L.MUS-337: Secondary Music Methods

Materials and methods appropriate for general music classes, as well as choral and instrumental organizations on the junior and senior high school levels are presented. 3 credits.

L.MUS-350: Music in the Movies-AA

Film music is a wonderful way not only to encounter some of the most charming, moving, and innovative musical compositions of the 20th and 21st centuries, but a way to come to a greater understanding of the American character. This course uses a variety of pedagogies to study the subject, including film clips, discussions, readings, and quizzes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits. January term.

L.MUS-395: Music Topics

An examination of music topics and/or issues. 0-3 credits. Offered as needed.

NEUROSCIENCE

L.NEU-145: Introductory Neuroscience

This course will introduce students to the fundamental topics and concepts that are critical to understanding the biological and psychological components of neuroscience. Topics to be covered include the biochemistry of action potentials, the functioning of ion channels, a brief overview of systems neuroscience (vision, audition, etc.), neurotransmitters and peripheral endocrine systems, learning and memory, the effects of neurotransmitters on behavior, the biology underlying several psychiatric disorders, and basic neuroanatomy. Prerequisites: L.BIO-1 15 or L.PSY-101. 3 credits.

L.NEU-211: Techniques in Neuroscience

This course will introduce students to techniques relevant to the field of neuroscience, both in terms of the theory that describes the techniques and in terms of practicing the techniques with biological samples. Students will read and discuss primary literature sources from work with both human and non-human models. Extensive laboratory work will teach students laboratory techniques that may include sterile technique, radioimmunoassay, and enzyme immunoassay. Part of the term may be spent at a University. 3 credits. Prerequisite: L.NEU-145. Instructor permission required. January term.

L.NEU-281: Exploring the Brain through TBI

It is difficult to fully understand how the brain functions under completely normal working conditions. One technique used to investigate brain functioning through clinical cases where there has been trauma in a specified region of the brain. Thus, in people with traumatic brain injuries (TBI) neuroscientists can locate the region of trauma and any change in functioning of the individual. This course is designed to explore the brain through various historical cases and provide a deeper understanding of neuro-functioning from resulting deficits in dissociated brain regions. Clinical cases will be provided as we travel from the frontal lobe to the temporal lobe, parietal lobe, occipital lobe and beyond.

Prerequisite: L.NEU-145 or L.BIO-345. 3 credits.

L.NEU-291: Functional Neuroanatomy

We will study the topography, functional distribution of nerve cell bodies, and ascending and descending tracts in the spinal cord. Brainstem organization and functional components will be covered, to include cranial nerve nuclei, ascending/descending pathways, structure and information flow in the cerebellar and vestibular systems. Once we have identified all of the functional units of the nervous system, we will continue with how these various pieces and parts work together: motor and sensory systems, cortical versus cerebellar systems, and their functional integration. Prerequisites: L.NEU-145 or L.BIO-115. Restriction: Not open to first year students. 3 credits. Spring semester every two years.

L.NEU-301: Neuropsychiatric Diseases

This course will explore how translational research applies neuroscience knowledge to inform, prevent, treat, and cure brain diseases. Some topics will include the role of the blood brain barrier in preventing disease, the role of both central and peripheral cytokines in the manifestation of psychiatric disorders, how genetic and environmental factors influence susceptibility to psychiatric conditions, and several psychiatric conditions including Parkinson's, Huntington's, and Alzheimer's Diseases, anxious and depressive disorders, and multiple sclerosis. Prerequisites: L.NEU-145 and L.BIO-115. 3 credits.

L.NEU-311: Hormones and Behavior

This course will introduce students to several topics within the field of neuroendocrinology. Topics to be discussed will include the blood brain barrier, synthesis and release of neurotransmitters relevant to behavior, psychosomatic interactions, and the effects of various monoamine, peptide, and steroid hormones on sexual, reproductive, affiliative, aggressive, parental, and reward-seeking behaviors. In addition to readings from the text, students will read and discuss primary literature sources from work with both human and non-human models. Laboratory work will teach students several research

skills and laboratory techniques including study design, behavioral observation and scoring, blood sampling, processing and storage, and data set management. Prerequisite: L.NEU145. 3 credits.

L.NEU-390: Research Experience

This experiential class will require students to either 1) propose a novel neuroscience research study or 2) conduct neuroscience research and write up a report of their findings. Students will meet weekly with the course instructor and students may take this course up to 3 (three) times (with 1 credit given each semester). This course will give students a clear understanding of the scientific method and skills needed to conduct research in the field of neuroscience from conception to implementation to presentation. Prerequisite: L.NEU-145. Open to declared Neuroscience majors only. Instructor permission required. 1 credit.

L.NEU-490: Junior Seminar I

This course will serve as the first semester of a capstone series for all students completing a major in Neuroscience. The course will meet once per week, and majors will enroll in the course during the fall semester of their Junior year at Loras College (exceptions (e.g. for study abroad programs, etc.) will be made at the discretion of the Neuroscience faculty). Restricted to Neuroscience majors only.

Prerequisite: L.NEU-145. 1 credit.

L.NEU-491: Senior Seminar II

This course will serve as the second semester of a capstone series for all students completing a major in neuroscience. The course meetings will occur once per week, and majors will enroll in the course during the spring semester of their senior year at Loras College (exceptions (e.g. for study abroad programs, etc.) will be made at the discretion of the neuroscience faculty). Restricted to senior neuroscience majors only. Prerequisite: L.NEU-145. 1 credit.

PHILOSOPHY

L.PHI-110: Introduction to Philosophy

An introduction to philosophy, its nature, methodology, principal themes, questions, disagreements, and prominent philosophers, as represented in each of the four major philosophic periods: ancient, medieval, modern, and contemporary. 3 credits.

L.PHI-150: Introduction to Logic

This course will teach students to develop analytical and logical reasoning skills. In addition to surveying the basic principles of informal logic and the identification of informal fallacies, students will be introduced to three formal systems of logic: term logic, propositional logic, and predicate logic. 3 credits.

L.PHI-225: Art, Beauty & Meaning

This course explores the nature of art, the meaning of beauty, and the relationship between the two by consulting selected writings and by directly experiencing and studying specific works of art (and, in some cases, by interacting with the artists who produced them). 3 credits. January term.

L.PHI-235: Science, Faith, and Knowledge

This course will provide an interdisciplinary theoretical and practical introduction to scientific literacy in the natural, human, and behavioral sciences. It aims to assist students in the construction of intellectual frameworks based in sound reason with which to consider the dynamic relationships among empirical scientific research, philosophical commitments, and theological beliefs. Students will be challenged to engage and assess scientific data as well as critically reflect on its practical, personal, and

pastoral applications. This course is cross-listed as L.REL-235. The courses are identical but transcripts will reflect the course number (L.REL or L.PHI) that a student registers for and completes. 3 credits.

L.PHI-250: Human Identity in Community-AI

Philosophic investigation into human identity as a rational and social being, relying upon common experience, culture, and selected findings of the natural, social, and behavioral sciences; attention given to the distinct powers, performances, and place of human beings within the natural order, and insights related to the self and society, including the themes of life, mutual dependence, freedom, unity, knowledge and practical reason, and the afterlife. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and either L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PHI-278: Bioethics, Society & Culture

Abortion, assisted reproductive technologies, death and dying, research on human subjects, stem cell research, organ transplants, allocation of resources in a pandemic, and healthcare for the poor are examined through the lenses of philosophical ethics, Catholic moral theology, and law and public policy. Students will interact with healthcare professionals and institutions and advocacy groups, discuss contemporary films, and assess internet websites. May not enroll if have taken L.PHI-319 Neuroethics-AV. 3 credits. January term.

L.PHI-301: Foundational Ethics

This course will examine the basic questions of morality and the answers that have been developed within the Western philosophical and Christian theological traditions. Important historical and contemporary primary source material will be examined. This course is cross-listed as REL 301. The courses are identical but transcripts will reflect the course number (L.PHI or L.REL) that a student registers for and completes. Course not available to first year students. 3 credits.

L.PHI-311: Business Ethics-AV

This course studies basic moral principles and theories as they apply in the evaluation of the moral issues that arise in the three basic kinds of business relationships: between the employee and the firm, between the firm and other economic agents, and between the firm and various non-business groups. 3 credits. Prerequisites: L.LIB-100, L.LIB-105, L.LIB110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PHI-313: Environmental Ethics-AV

This course studies basic moral principles and theories as they apply in the evaluation of the moral issues that arise when human beings, both individually and collectively, interact with the environment, particularly in the areas of pollution and resource depletion. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB135, or L.LIB-220. 3 credits.

L.PHI-315: Communication Ethics-AV

This course studies basic moral principles and theories as they apply in the evaluation of the moral issues that arise in media communications (e.g., truth, privacy, confidentiality, conflicts of interests, antisocial behavior, morally offensive content, responsibility to juveniles, social justice, and stereotypes). Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PHI-319: Neuroethics-AV

A survey of ethical issues arising in contemporary work in neuroscience. Topics include predictive testing for neurological disorders; implications for abortion, embryonic stem cell research, and organ procurement of neurological criteria for the beginning and end of life; medical treatment decisions for brain injured persons with severely compromised consciousness; brain activity and free will; abnormal brain activity and culpability for criminal actions; enhancement of brain function; neuroimaging and privacy; and the ethics of neurological research with animal and human subjects. Prerequisites: L.LIB-100, L.LIB105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, L.LIB-220. May not enroll if have taken L.PHI-278: Bioethics, Society and Culture. 3 credits.

L.PHI-320: Ancient Philosophy

A survey of Western philosophy in ancient Greek and Roman cultures. Central issues include: integration of poetic and mythic worldviews with critical thought; themes of “one and the many” and “part and whole” amid material and immaterial existence; determination, freedom, chance, and fate; the inclination toward human happiness; cognitive access to “reality” and the acts of opinion, belief, and knowledge. L.PHI-110 or L.PHI-150 strongly recommended, but not required. 3 credits.

L.PHI-321: Medieval Philosophy

A survey of Christian, Jewish and Islamic philosophy from the early middle ages through Renaissance scholasticism, with particular attention to the work of Thomas Aquinas. Either L.PHI-110 or L.PHI-150 strongly recommended, but not required. 3 credits.

L.PHI-322: Modern Philosophy

Survey of philosophical thought during the 17th and 18th centuries, noting emphases upon methodology, mathematics, science, and progress by Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. These thinkers continue to influence present attitudes toward the starting point and structure of knowledge, the possibility of metaphysics, the relation of the world to God, and our own human composition, freedom, and destiny. Either L.PHI-110 or L.PHI-150 strongly recommended, but not required. 3 credits.

L.PHI-323: Contemporary Philosophy

An examination of the principal views of God, humanity, and the world as advanced by major contemporary philosophers and philosophical movements, including existentialism and phenomenology, American pragmatic and instrumentalist philosophy, analytic and positivist philosophy, dialectical thought. Either L.PHI-110 or L.PHI-150 strongly recommended, but not required. 3 credits.

L.PHI-331: Knowledge, Truth & Reality

The study of what and how things exist in the world (metaphysics/philosophy of being), and how we cognitively experience and understand these things (epistemology/philosophy of knowledge); includes notions of being in itself, potency and actuality; causality; the properties of unity, good, and beauty; the nature of evil; intellect and sense perception; truth and falsity; and subjective states of certainty, doubt, ignorance, and error. Prerequisite: Either L.PHI-110 or L.PHI-150; at least one historical sequence course recommended but not required. 3 credits.

L.PHI-333: Philosophy of God & Religion

An examination of attempts to justify belief in the existence of God, the divine nature and attributes, the problem of evil, religious experience, the status of religious language, and divine action in the world, using historical, contemporary, and multicultural sources. Prerequisite: Either L.PHI-110 or L.PHI-150. At least one of the historical sequence courses strongly recommended but not required. 3 credits.

L.PHI-345: Sustainability Ethics

This course will integrate environmental ethics, environmental science, and community-based learning in order to foster independent learning, creative inquiry, and applied ethical reasoning in the area of sustainability. The course will introduce systems thinking and engage the tradition of American environmentalism with particular attention to the tensions between ‘conservationist’ and ‘preservationist’ approaches. 3 credits.

L.PHI-348: Philosophy of Science

Examination of basic problems about the nature, goals, and methods of scientific inquiry in contrast to philosophy; analysis of scientific theories in terms of the role of mathematics, observation, causality, and demonstration; and examination of the contrast between natural and social sciences. 3 credits.

L.PHI-376: Philosophy and the Rise of Christianity-AC

This study travel course that traces how Christian thought led to new syntheses in regions where love for wisdom has not been left in ruins. Initial class meetings at Loras to engage primary texts, then travel to Sicily and Rome where on site visitation is integrated with reflection upon themes including: soul, body and the person; love and the will; women's and men's roles in political society; moral systems and virtue; God's providence and power. This course is cross-listed as L.CTL-265. The courses are identical but transcripts will reflect the course number (L.PHI or L.CTL) that a student registers for and completes. L.PHI-100 or L.PHI-220, or one other philosophy or Catholic theology course are recommended but not required. Contact the CEL/course instructor for iteration-specific details. 3 credits. January term.

L.PHI-490E: Oral Comprehensive Examination

A placeholder course which indicates attempt and completion of the required comprehensive oral examination in front of philosophy faculty members. 0 credits. Pass/fail only.

PHYSICS

L.PHY-207: Powerful Ideas in Physical Science-AH

This course develops a conceptual understanding of physical science through the examination of everyday phenomena, with an emphasis on the search for and use of evidence to provide the basis for drawing scientific conclusions. Conceptual models are created to explain electric circuits, capacitors, electric charge, light, color mixing, heat and temperature, and conservation of energy. Prerequisites: Completion of L.LIB-100, L.LIB105, L.LIB-110 and a Mathematical Modeling (-FM) course. 4 credits.

L.PHY-208: Astronomy-AH

This course engages students in an exploration of the utility of scientific models in interpreting the vast complexity in the observable universe. The scientific models are developed through student-centered observations and explorations. The objectives of this course are to promote quantitative as well as qualitative skills in the study of celestial observations and motions, the analysis of astrophysical spectra, comparative planetary geology, and the structure of stars and galaxies as well as their genesis and evolution. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 4 credits.

L.PHY-210: Elements of Physics I

Introductory, algebra-based physics that satisfies requirements for programs in the life sciences and healthcare professions. Topics include mechanics, sound, and heat. Three lectures and one three-hour laboratory period per week. Prerequisite: L.MAT-117 or higher. 4 credits.

L.PHY-211: Elements of Physics II

A continuation of L.PHY-210. Introductory, algebra-based physics that satisfies requirements for programs in the life sciences and healthcare professions. Topics include electricity, magnetism, optics, as well as introductory quantum, atomic and nuclear physics. Three lectures and one three-hour laboratory period per week. Prerequisite: L.PHY-210 or equivalent. 4 credits.

L.PHY-223: Physics for Scientists & Engineers I

Introductory calculus-based physics that satisfies requirements for programs in the mathematical, engineering, chemical and physical sciences. Topics include mechanics, heat, and sound. Four class periods and one three-hour laboratory period per week. Prerequisite: L.MAT-150 (co-requisite optional), L.MAT-160. Corequisite: L.PHY-290. 5 credits.

L.PHY-224: Physics for Scientists & Engineers II

A continuation of L.PHY-223. Introductory calculus-based physics that satisfies requirements for programs in the mathematical, engineering, chemical and physical sciences. Topics include electricity, magnetism and optics, as well as introductory quantum, atomic and nuclear physics.

Prerequisites: L.PHY-223; L.MAT-160. Corequisite: L.PHY-291. Four class periods and one three-hour laboratory period per week. 5 credits.

L.PHY-290: Physics Lab I

Three-hour laboratory course to accompany L.PHY-210 and L.PHY-223. Students work in groups to conduct experiments designed to help understanding of lecture material. Must be taken with concurrently with the lecture class. Corequisite: L.PHY-210 or L.PHY-223. 0 credits.

L.PHY-291: Physics Lab II

Three-hour laboratory course to accompany L.PHY-211 and L.PHY-224. Students work in groups to conduct experiments designed to help understanding of lecture material. Must be taken concurrently with the lecture class. Corequisite: L.PHY-211 or L.PHY-224. 0 credits.

L.PHY-331: Modern Physics

A discussion of the modern knowledge of the nature and properties of electrons, photons, atoms and molecules. Topics include the fundamental experiments of quantum physics, atomic spectra and structure, special relativity, and an introduction to quantum mechanics. Prerequisites: L.PHY-224 and L.MAT-260. 3 credits.

POLITICS

L.POL-101: Issues in American Politics

This course is a basic introduction to the primary features of the American political system, examining such things as the Constitution, elections, public opinion, parties and interest groups, the media, Congress, the presidency, the courts, and civil rights and liberties. Woven throughout the course is an exploration of some of the most pressing issues in contemporary American politics. 3 credits. Fall semester.

L.POL-121: Issues in Global Politics

This course introduces the major problems confronting the international community and that community's efforts to address them. The focus is on common global issues such as globalization, nationalism, human rights, war, economic development, poverty, the status of women, and the environment. 3 credits. Spring semester.

L.POL-131: Foundations of Western Political Thought

This course examines the history of political thought in the West by drawing on an analysis of original texts from Plato through the 20th century, with particular attention to how different thinkers have addressed the same kinds of perennial questions about political life in radically different ways. 3 credits. Fall semester.

L.POL-201: Campaigns & Elections

This course examines the nature of political campaigns and elections in the United States, with particular attention to presidential and Congressional elections. 3 credits. Fall semesters in even numbered years.

L.POL-202: Congress & the Presidency

This course examines the structure and power of the two branches of government and the relationship between them. It pays particular attention to the constitutional, institutional, partisan, and personal bases for cooperation and conflict between the two, as well as their interactions in a number of policy fields. 3 credits.

L.POL-203: The Road to the White House

This course provides students the opportunity to both study and participate in the Iowa caucuses. Students will examine the issues, voters, interest groups, campaigns, and candidates. Through direct observation of the campaigns and candidates, and the collection of campaign artifacts students will

analyze political tactics and decisions, as well as the electorate. As part of the course students will choose what party to caucus with and ultimately which presidential candidate they support by caucusing for that candidate on election night. 3 credits. January term.

L.POL-204: State & Local Politics

This course explores politics and policy at the state and local level in the United States. Unlike many others, the United States is a country in which states and localities retain much independent power and authority to make and implement policy. The policies created at these sub-national levels often vary greatly and reflect their own complex political and economic histories and cultures. This course provides students a corrective to the common tendencies to ignore the state and local in favor of the national/federal and to see the United States as simply a uniform, top-down, political system. 3 credits. Spring semester.

L.POL-211: Comparative Politics

This course introduces issues and concepts in comparative politics such as power, authority, legitimacy, the state and sovereignty. It offers an in-depth comparison of the features and performances of democratic, authoritarian, and totalitarian political regimes, including countries as case studies for each type of regime. 3 credits.

L.POL-215: Nationalism

This is a January-term study travel course. Its focus is nationalism, one of the most powerful political forces shaping the modern world. Each iteration of the course will include a common initial section on the dynamics of nationalism generally, followed by an in-depth case study of these dynamics at work in a particular national context. Depending on the year and instructor, possible cases studies include travel to Ireland, China, Ukraine, Poland, Puerto Rico, Japan, Scotland, Quebec, Spain, Belgium, or India. 3 credits. January term.

L.POL-221: International Politics

The course examines the origins and evolution of the modern international system with a focus on nationalism, violent conflict, diplomacy, international organizations and law, global political economy, and emerging issues and patterns in the post-Cold War period. It integrates theoretical perspectives with current issues. 3 credits.

L.POL-232: American Political Thought

This course examines the historical development of political thought in the United States by drawing on an analysis of original texts from the nation's founding through the present. 3 credits.

L.POL-233: Jurisprudence

This course examines the theoretical concepts – both normative and empirical – related to the study of law. It draws on original texts from major legal theorists and the primary schools of legal thought.

Prerequisite: L.POL-101. 3 credits.

L.POL-241: Political & Social Themes in Film

This course examines the ways in which films convey political and social meanings. It draws on both historical and contemporary, as well as international and American, films. 3 credits.

L.POL-301: Constitutional Law: Federal Powers

This course examines the structure and powers of the Supreme Court and its role in determining the constitutionally appropriate roles, relations, and powers of institutions within the American political system. Most of the course relies on an analysis of Supreme Court decisions in the areas of judicial review, federalism, congressional and presidential powers, property rights and economic regulation. 3 credits.

L.POL-302: Constitutional Law: Civil Rights & Liberties

This course examines the Supreme Court's role in defining the scope and content of civil rights and liberties in the United States, through an analysis of cases in the areas of due process and criminal procedure, privacy, freedom of speech and of the press, religious liberty and the equal protection of the laws. L.POL-301 is not a prerequisite for this course. 3 credits.

L.POL-303: Supreme Court Watch

This course is taught annually during the summer to coincide with the end of each Supreme Court term. It examines the major cases and their precedents that the Court decided that year. 3 credits. Summer term.

L.POL-304: Identity Politics in America

This course examines the role of factors such as race, ethnicity, religion, and gender in American political life. 3 credits.

L.POL-308: American Public Policy

This course examines public policy in the United States. We will learn about the process of policy formation, implementation and assessment. We will explore the primary areas of domestic policy, such as taxation, social welfare, healthcare, civil rights, energy, crime, education, and immigration. Finally, we will consider the moral and ethical dimensions of policy-making in these areas. 3 credits.

L.POL-312: Latin American Politics & Society

This course examines Latin American politics with an emphasis on the historical, economic and cultural features that shape its contemporary politics. It includes attention to the state, political parties, the military, and social groups and classes, as well as dynamics of social and political change, including military coups, revolutions and social movements. 3 credits.

L.POL-313: Middle Eastern Politics & Society

This course examines the politics and society of the Middle East and North Africa, particularly how its history, economy, geography, culture, religion and regional conflicts shape its contemporary politics. The relationship between Islam and the state is of particular concern. 3 credits.

L.POL-314: Politics in the Developing World

This course examines the nature and fundamental features of politics in the developing world. It includes investigation of historical, socioeconomic, and cultural influences on politics, as well as the effects of forces such as social change, international political economy and issues such as poverty and debt. 3 credits.

L.POL-315: European Politics

This course examines the politics of Europe, including struggles over economics, immigration and culture. It also explores the challenges of building the European Union and defining its role in the world. 3 credits.

L.POL-321: War and Pacifism-AV

This course uses a wide variety of original writings to examine the nature and causes of war, theories of the just war, the pacifist critique of war, and the practice of nonviolence as an alternative to war. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.POL-322: American Foreign Policy

This course examines the historical patterns and contemporary factors shaping American foreign policy. It pays particular attention to issues in the post-Cold War period. The course considers the social and cultural foundations of American foreign policy, as well as the role of institutions such as the White House, the National Security Council, other executive branch departments, and Congress in the policy-making process. 3 credits.

L.POL-331: Political Thought & Contemporary Social Issues

This course examines the relationship between philosophical principles like justice, rights, duty, equality, liberty, and democracy and current social and political issues in which they find concrete expression. The selection of principles and issues under examination will vary from semester to semester. 3 credits.

L.POL-351: Comparative Environmental Politics-AC

This course will examine how culture, broadly defined, affects the formation and execution of policies on global warming. Students will study historical legacies and philosophical traditions underpinning the modern environmental movement, the interaction of competing economic, social and political interests, and the effects of political institutions in channeling policy responses. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-220, L.LIB-130, or L.LIB-135. 3 credits.

L.POL-394: Internship

Recognizing the value of learning about politics through personal experience, students can earn up to nine credits for satisfactory completion of supervised internships. These can include government offices, congressional staffs, political parties, election campaigns, law offices, non-profit organizations, and other relevant groups. Proposals and credits are arranged in consultation with faculty members in the program. Internship credits cannot substitute for specified major requirements. Each semester and summer session. 1-9 credits.

L.POL-395: Topics

Includes occasional courses on specific topics or contemporary issues. 3 credits.

L.POL-489: Senior Seminar

This course is the required seminar for senior majors, which attempts to clarify the student's knowledge and appreciation of the discipline in a culminating or capstone fashion, concentrating on theoretical and substantive issues in the field. It may be individually or team taught in the program. 3 credits. Spring semester.

PSYCHOLOGY

L.PSY-101: Introductory Psychology

An introduction to the science and practice of psychology as a discipline within the liberal arts. All sections will include an overview and brief history of psychology, basic research methods and statistics, physiological psychology, and human development. Each section will also include three or more of the following topics: learning and/or cognition, social psychology and/or motivation-emotion, abnormal psychology and/or clinical-counseling psychology. 3 credits.

L.PSY-121: Developmental Psychology

A study of human development across the lifespan, with emphasis on the factors influencing physical, cognitive, and emotional development. 3 credits.

L.PSY-131: Psychology of Stress

This course will introduce students to theories and principles related to the sources and effects of stress. Students will learn about different sources of stress and anxiety and how physiological systems are affected by stress. As part of the course, all students will spend one weekend off campus on a two-day silent retreat and will attend presentations outside of the regularly scheduled class times. There will be an additional course fee to cover costs of the retreat and special instructors. 3 credits.

L.PSY-190: The Working Poor

Through a hands-on simulation, readings, class discussions, guest speakers, and media presentations, students will gain a foundational knowledge of the history of the working poor in the U.S., the theories regarding causation and reduction, and the grassroots efforts for change as they relate to the social class referred to as the working poor. Students will build on this foundation by developing a specific knowledge of the working poor in the Dubuque community. 3 credits. January term.

L.PSY-211: Research Methods & Statistics I

An introduction to the use of research strategies and tools of measurement in psychology. The SPSS computer program will be used to introduce basic data handling, descriptive and correlational statistics. Students will be expected to participate in elementary research studies, produce APA-style research papers, and evaluate research literature. Prerequisite: Grade of C- or better in the foundational mathematics requirement, L.PSY-101 or equivalent. 4 credits.

L.PSY-212: Research Methods & Statistics II

This course continues instruction in psychological research by reviewing the basics of the scientific method, ethics, and APA style. Experimental research will then be introduced, along with more advanced inferential statistics. More complex designs, such as meta-analysis and factor analysis will be discussed. Students will again be expected to participate in elementary research studies, produce APA-style research papers, and evaluate research literature. Prerequisites: L.PSY-101 or equivalent and L.PSY-211 (with C- or better). 4 credits.

L.PSY-221: Abnormal Psychology

An examination of mental disorder in terms of etiology and therapy. Prerequisites: L.PSY101 or 121; and sophomore standing. 3 credits.

L.PSY-224: Applied Social Psychology-AI

Are social forces affecting your individual decisions? Can one person change an entire community? This course will apply theories and research in social psychology to the examination of these questions. Students will reflect on their personal social experiences, discuss literature written about individual struggles with society, and explore ways to effect positive social change in their communities. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-225: Personality-AI

Introduction to Personality examines the life-long interaction between individual and environment in the forming and periodic reforming of one's personality. Age-related tasks central to the development of a healthy personality will be highlighted. The interaction among the biological, the psychological, and the socio-cultural will be emphasized in describing and explaining personality. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-227: Culture & Psychopathology-AC

The course material considers mental illness categories in light of the influence of culture on the diagnosis, course and prognosis. Foundational concepts include a consideration of mind/body dualism, the concepts of self and the phenomenon of resilience. The foundational concepts provide a cultural lens for understanding the broader culture of "mental illness" as it occurs around the world. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-231: Sensation & Perception

A study of the physiological mechanisms that are responsible for how our sensory systems operate and how we use these sensory systems to organize perceptions of reality. The emphasis of this class is on the conversion of external stimuli into neural activity. Topics include understanding visual, cutaneous, and auditory processing. Lab included. Prerequisite: L.PSY-101. 3 credits.

L.PSY-242: Industrial-Organizational Behavior

A survey of how psychology principles may be applied to the behavior of people at work. Topics covered include job analysis, selection, performance appraisal, training, work motivation, work teams, leadership and organizational development. Prerequisite: L.PSY101. Recommended: L.PSY-211 or L.BUS-250. 3 credits.

L.PSY-244: Social Psychology

Social psychology is a subfield of psychology focused on how people interact, influence one another, and make judgments about others. This course is designed to be an introduction to the scientific study of social psychology, primarily for psychology majors or minors. Prerequisite: L.PSY-101. 3 credits.

L.PSY-252: Positive Psychology-AI

Students will examine a variety of human strengths such as love, empathy, and happiness and will explore the factors that influence each strength's development and expression in their lives. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-265: Psychology as a Profession

This course is designed to help students explore career options with a psychology major. Students also develop a professional resume and learn about the wealth of resources available to make good career and professional decisions as their academic career progresses. Prerequisite: L.PSY-101 or L.PSY-121. 1 credit.

L.PSY-267: Psychology & the Arts-AA

In this course, students will explore how art is perceived, created, and used. Students will study perception, cultural differences, personality and creativity, and art as therapy. There will be activities designed to enhance creativity. Artistic experience is not required! Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-278: Cross-Cultural Psychology

This course will utilize theories and concepts from cross-cultural psychology and intercultural communication to take an in-depth look at culture in general and at a variety of micro-cultures, including gender, social class and popular culture. Students will read an assortment of writings focused on cultural diversity and current issues regarding specific cultural groups. 3 credits.

L.PSY-285: Drugs & Human Behavior-AH

This is a course about drugs that alter mood, thought processes and behavior by influencing the functioning of nerve cells (neurons). Students will not need an extensive background in biology, chemistry or psychology to master the material covered in this class. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course and a college level introductory course in at least one of the following: biology, chemistry, psychology. 3 credits.

L.PSY-323: Psychology of Adulthood & Aging-AI

A survey of modern knowledge about the processes of becoming old (aging) and old age itself. Emphasis is placed on cognitive processes, personality, and mental health. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-331: Physiological Psychology

Basics of neuroanatomy and neurophysiology with applications in genetics, motivation, emotion, movement, sleep, sensory processes, and mental disorders and their treatment. Prerequisites: L.PSY-101. Junior or senior standing or permission of instructor required. 3 credits.

L.PSY-332: Learning & Cognition

An overview of how people learn, acquire and use knowledge. Course examines mental processes to include learning, memory, and cognition. Prerequisites: L.PSY-101. Recommended: L.PSY-211. 3 credits.

L.PSY-333: Motivation & Emotion

Contemporary theories of motivation and emotion, empirical approaches to the study of motivation and emotion emphasizing application to humans. Prerequisites: L.PSY-101. 3 credits.

L.PSY-341: Interpersonal Relationships

Psychological study of relationships. Topics include social attraction, intimacy, and interpersonal communication. Special attention will be given to the psychological characteristics of successful relationships. Several theoretical perspectives will be studied, including psychology, sociology, communication, and gender studies. Prerequisite: junior standing or permission of instructor. 3 credits.

L.PSY-351: Advanced Research Methods

Supervised research in selected topics in psychology. Students are trained as members of a research team in this course that builds on methods introduced in L.PSY-212. Ongoing research projects offer opportunities for the application of research design, statistical analysis, library research, report writing, and presentations at conferences. Admission by written permission of the instructor only. Prerequisite: L.PSY-212. 1 credits.

L.PSY-390: Psychology Peer Assistantship

Students will serve as classroom assistants for psychology professors in introductory psychology or developmental psychology classes. Prerequisites: Instructor approval is required; junior standing is preferred. 1 credit.

L.PSY-394: Internship

Supervised field work in the area of applied psychology. Students should arrange for a field setting the semester before they register. Admission by written permission of instructor only. See internship coordinator for more information. 1 to 3 credits.

L.PSY-441: Introduction to Clinical Psychology

Overview of the methods of psychological assessment including: interviewing, intellectual, neurological, and personality testing; and systems assessment. Overview of theories and techniques of psychotherapy. Prerequisite: L.PSY-101. Junior or senior standing or permission of instructor required. 3 credits.

L.PSY-490: Senior Seminar & Portfolio-PJ

This seminar course is designed to enhance the professional skills of candidates for the Bachelor of Arts in psychology, skills in idea generation, library research, critical reading, ethical decision-making, and oral/written communication. Students will develop these skills by reading and discussing the Ethical Principles of Psychologists and Code of Conduct and by researching, presenting talks, writing papers, and discussing current issues and controversies in psychology. Prerequisites: L.PSY-101, and either L.PSY-211, L.CRJ-323, or L.SOC-332. Requirement: psychology majors, senior standing. 3 credits.

L.PSY-490E: Comprehensive Examination

A placeholder course which indicates attempt and completion of the required comprehensive examination. 0 credits. Pass/fail only.

RELIGIOUS STUDIES AND THEOLOGY

L.REL-112: Introduction to Theology & Religious Studies

How do the arts, social and physical sciences, philosophy, and daily human life raise religious questions about meaning, truth, values, faith, identity, community and mystery? How does Christian theology respond to these questions? This class helps students better understand both the questions and the answers. 3 credits.

L.REL-113: Introduction to the Bible

An introduction to the methodology and importance of biblical studies, which includes a survey of the history and theology of the Old and New Testaments. 3 credits.

L.REL-115: Introduction to Peace and Justice

This course serves as an introduction to peace and justice studies. It is the foundational course for students intending to minor in Peace and Justice. In this course we will examine the critical concepts, methods, and challenges facing individuals who aspire to help bring peace to persons whose lives are marked by injustice. The course will provide a foundational exploration of social justice concepts, issues, and remedies thereby developing the necessary analytical tools and information to assess injustice and inequality and to suggest changes that need to be made to better these situations. 3 credits.

L.REL-210: World Religions: An Introduction

An introductory study of the great world religions, particularly Christianity, Judaism, Islam, Hinduism, and Buddhism. The class invites students to compare and contrast the search for meaning that defines each tradition. 3 credits.

L.REL-212: Roman Catholic Sacred Spaces

How are individuals formed by the physical spaces that surround them? How do the spaces in which Roman Catholics worship inform their understanding of the Church and God? How can substantially different understandings of the Church and God be reconciled within a single church? And how might these differences not simply be overcome, but embraced? This course involves travel to a variety of Catholic churches and the analysis of the theological function of those spaces that emerges according to their form. 3 credits. January term.

L.REL-213: Foundations for Ministry

Frederick Buechner described vocation as the intersection of one's deep joy with the world's deep needs. This course explores theological frameworks for ministry and the ministerial needs of the church today. In addition, the course engages students in theological reflection aimed at discernment and development of the personal skills necessary for effective ministry. 3 credits.

L.REL-214: Islam in America

This is an in-depth study course that examines the history of Islam in the United States, with particular attention given to a period that begins at the end of the nineteenth century and continues into the contemporary period. 3 credits. January term.

L.REL-216: The Catholic Church in Latin America

This study travel course covers the history of the Catholic Church in Latin America and the current issues it faces. The course will primarily focus on Spanish and Portuguese colonialism, liberation theology, and the contemporary period. For part of the course, students will travel to Peru and experience historical reminders of the Catholic Church's past, but also experience first-hand the issues facing the Church in Latin America today. Prerequisites: L.LIB-130 or L.LIB-135. 3 credits. January term.

L.REL-235: Science, Faith, and Knowledge

This course will provide an interdisciplinary theoretical and practical introduction to scientific literacy in the natural, human, and behavioral sciences. It aims to assist students in the construction of intellectual frameworks based in sound reason with which to consider the dynamic relationships among empirical scientific research, philosophical commitments, and theological beliefs. Students will be challenged to engage and assess scientific data as well as critically reflect on its practical, personal, and pastoral applications. This course is cross-listed as L.PHI-235. The courses are identical but transcripts will reflect the course number (L.REL or L.PHI) that a student registers for and completes. 3 credits.

L.REL-239: Jesus & the Gospels

A critical study of the content of the Four Gospels of the New Testament, as well as their literary, historical, social, and theological contexts. We will compare and contrast their portraits of Jesus, their messages for ancient Christians, and their relevance for modern readers. 3 credits.

L.REL-250: Introduction to the Old Testament

This course introduces students to the different kinds of writing in the Old Testament, to the different methods for interpreting that writing, and to the historical sequence of events that lent it meaning. Students will be asked to think reflectively about how the material they read in the Old Testament relates to the world today. 3 credits.

L.REL-252: God's Literature-AA

The New Testament is comprised of the foundational documents of Christian faith. This course surveys these writings as literature that is crafted to communicate God's revelation and to shape the faith and action of Christian communities. Exegesis will be employed to interpret the New Testament texts as literature in historical context and to think critically about the texts' meaning for our present context. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-260: Communication for Communion-AC

In diverse ways throughout its history the Roman Catholic Church has sought to create a culture of communion. This communion has many aspects including the union of the human and the sacred; the union of church members with each other; and the union of the church with the broader world. In order to critically examine this culture and its changing expressions over time, this course compares the means and content of the church's communication in the Italian Renaissance with that of modern/postmodern periods. This course is cross-listed as L.CTL-260. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.REL-261: Christ & Culture-AC

Jesus of Nazareth has been the most important figure in western culture for twenty centuries. This course examines his legacy by negotiating themes of continuity and change in a wide range of cultural artifacts, from symbols and images to historical accounts and fictional narratives.

Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-262: Little Less Than a God-AC

This J-Term travel course to Italy focuses on religious conceptions of the human person across time and place. It will offer a comparative analysis of distinct perspectives on the human person as expressed by Christians of different eras, locations, and theological perspectives, as well as the cultures in which Christianity is rooted. By studying the cultural histories, theological perspectives, and works of art and architecture, students will encounter the diverse influences that have given shape to the self-understandings and religious imaginations of Western Christians today. This course is cross-listed as L.CTL-262. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.REL-263: Martyrs, Mendicants & Masterpieces-AC

The course is a January term study abroad opportunity in Italy. The course focuses on the culture of pre-Constantinian Christian Rome, medieval Franciscan Assisi, and Renaissance Florence. We will study the customs and artifacts of each period to determine how they affected the development of Christian thought and practice. We will examine how cultural traditions formed and changed, and how these traditions affected social organization, religion, and everyday life. This course is cross-listed as L.CTL-263. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.REL-264: Catholicism Encounters Modernity-AC

This course will investigate attributes of the cultural landscape, from the time of the French Revolution until the present, which influenced the Catholic Church's self-understanding and its articulation of its relationship to the wider world. We will explore the customs, rules, and language that shaped the Catholic Church's internal discourse and influenced its exchange with the world outside its boundaries. We will visit sites in Paris, Lyon, and Rome that provide insight into the Church's posture toward modernity throughout the 19th, 20th, and early 21st centuries. This course is cross-listed as L.CTL-264. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits. January term.

L.REL-271: Catholic Social Teachings

This course will examine those official documents of the Catholic Church, spanning from Pope Leo XIII's *Rerum Novarum* (1891) to the present, that make up Catholic Social Teaching. This course will study CST's guiding principles, how the modern popes and the Second Vatican Council applied them to the social, political, and economic problems of our time, and what continuing relevance they have for Catholics and all persons of goodwill. 3 credits.

L.REL-272: Christian Sexual Morality-AV

This course will examine the Catholic Church's official teachings on sexual morality, looking both to traditional formulations and to more recent ways of thinking about issues of sexual morality. It will also examine some contrary positions proposed by Catholics and non-Catholics. The course will also consider human sexuality, marriage, and family life as paths for growth in the Christian spiritual life. Prerequisites: LIB-100, LIB-105, LIB-110, and at least one course from LIB-130, LIB-135, or LIB-220. 3 credits.

L.REL-301: Foundations of Ethics

This course will examine the basic questions of morality and the answers that have been developed within the Western philosophical and Christian theological traditions. Important historical and contemporary primary source material will be examined. This course is cross-listed as PHI 301. The courses are identical but transcripts will reflect the course number (L.PHI or L.REL) that a student registers for and completes. Course not available to first year students. 3 credits.

L.REL-310: Biblical Prophets-AC

In this course, we study Biblical prophecy as an ancient cultural tradition and we examine the ways historical events shaped the words and deeds associated with this tradition. In order to gain a more thorough understanding of how complex Biblical prophecy is, we apply different methods of Biblical interpretation to prophetic books of the Bible and we relate our findings to the world today. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-316: Pilgrims in Their Own Land-AI

Explore the religious traditions, communities, beliefs, and practices that together constitute "religion" in the United States. During the semester, students compare and contrast traditions and relate these traditions to their own lives. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-318: Councils, Creeds & Culture-AC

This course will examine three periods in the course of Christian history: (a) the time of the "Christological councils" (325-451), (b) the time of the Council of Trent (1545-1563) and (c) the time of the Second Vatican Council (1962-present), to investigate the formation of Christian doctrine, the interaction between social/cultural manifestations and Christian faith, and the interaction between politics and Christian religion. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-320: Sacraments: Catholic Identity in Community-AI

The Christian theological enterprise involves the study of Scripture, past theological work, contemporary culture, and other disciplines which engage the believer. But above all, theology must engage the life of the community in which an individual's faith is mediated, nurtured, and developed the sacramental life of the Church. How do we understand Christian faith from the past and present celebration of the sacraments? Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.REL-325: Roman Catholic Liturgical Music in Theology & Practice-AA

This course explores the artistic nature of Roman Catholic liturgy by focusing on one of its most recognizable artistic elements, liturgical music. Liturgical music is vital because it fundamentally impacts the experience of worship; by extension, it directs the theological vision that is developed by the liturgy itself. Students will explore the ways in which liturgy and liturgical music enrich, shape, and express the Christian spirit. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.REL-335: Belief, Unbelief & the Good Life-AV

The course examines arguments for and against the existence of God and studies how these arguments affect a comprehension of the moral life and the value of human behavior. The course will begin with a study of "virtue ethics" and will use this ethical theory as a basis for dialogue with the ethics of the non-Christian belief systems of Feuerbach, Marx, Freud, and Nietzsche. Students will develop the tools to make ethical decisions about critical issues facing the human community. This course is cross-listed as L.CTL-277. The courses are identical but transcripts will reflect the course number (L.REL or L.CTL) that a student registers for and completes. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.REL-345: Issues in Christian Ethics-AV

This course will look at the intersection of faith and public policy debate, as well as the basic principles that shape the Catholic Church's positions on public issues. It will examine different sides of important public issues such as abortion, immigration, and the war on terror, as well as how Catholic principles relate to these issues. Prerequisites: LIB-100, LIB-105, LIB-110, and at least one course from LIB-130, LIB-135, or LIB-220. 3 credits.

L.REL-348: Social Justice Practicum

Students in this course will engage in approved volunteer work and integrate their experiences and research into the study of Catholic social thought and the theology of liberation. 3 credits.

L.REL-350: Bible & Literature

No religious tradition survives without the help of writers who celebrate, challenge, and even transform its beliefs and practices. This course reads Biblical writings for their beauty and artistry and then examines how the Bible has inspired others to compose poetry, fiction, and drama. 3 credits.

L.REL-354: Seminar on the Letters of St. Paul

Using a seminar format, this course studies the letters of St. Paul in the order in which they were written, to facilitate an understanding of the author's theological development in terms of the changing problems he faced. We pay attention to the literary form of the public letter in Paul's day, his own use of that form, the people and positions he found himself arguing against, and his emerging theological synthesis. 3 credits.

L.REL-391: The Catholic Heritage

An examination of defining characteristics of Catholicism, and their manifestation in theology, spirituality, philosophy, history, economics, politics, literature, film and the arts. An integrative course for the Catholic Studies minor. 3 credits.

L.REL-399: Religious Studies and Theology Process Writing

Students in the class will work individually, collaboratively, and with an advisor, to refine their research methods and formal writing. Throughout the semester they will substantively revise a previously written essay from one of their Religious Studies and Theology classes. This course, offered on a pass/fail basis, will help prepare students to write their Senior Capstone: Thesis or Practicum. Junior Religious Studies and Theology majors only. 1 credit.

L.REL-491: Thesis Writing

Review of theological research, the identification, use, and citation of sources, and the composition and writing of the thesis paper. The thesis is part of the portfolio required for religious studies majors. Open only to seniors. 3 credits.

L.REL-493: Practicum for Parish Ministry

Background information and provisions for field experience in various practical aspects of parish ministry, especially parish operation and religious education techniques. Open only to seniors. 6 credits.

SOCIAL WORK

L.SCW-130: Introduction to Social Welfare

The role of social welfare in contemporary society; its historical development with emphasis on political, economic and social influences. Special emphasis upon the role of values in the development of welfare. Overview of the of social work profession in a wide range of human service delivery systems. An examination of society's current response to human need. 3 credits.

L.SCW-190: The Working Poor

Through a hands-on simulation, readings, class discussions, guest speakers, and media presentations, students will gain a foundational knowledge of the history of the working poor in the U.S., the theories regarding causation and reduction, and the grassroots efforts for change as they relate to the social class referred to as the working poor. Students will build on this foundation by developing a specific knowledge of the working poor in the Dubuque community. 3 credits. January term.

L.SCW-231: Human Behavior & Social Environment

A critical evaluation of the theories of human behavior within the context of those biological, psychological, social, cultural, and spiritual processes which determine development and behavior throughout the life cycle. Special attention is given to alternative theories that complement the purpose and values of social work practice. Prerequisites: L.SCW-130. 3 credits.

L.SCW-260: Identity & Alternative Lifestyles-AI

This class explores the development of diverse lesbian, gay, bisexual and transgender (LGBT) identities, families, and communities. Particular attention will be paid to examining the roots, forms, functions, and effects of heterosexism on the LGBT population. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB130, L.LIB-135, or L.LIB-220. 3 credits.

L.SCW-265: Cultural Competency in Practice-AC

This course may be especially appealing to students in traditional "helping" professions (social work, education, criminal justice, psychology, etc.), but it will easily apply to students across disciplines. Students will explore theoretical models of cultural competency, the nature of discrimination and oppression, current service delivery systems and attitudes, and skills specific to living and working in a diverse society. Students will leave this course with a balanced and comprehensive view of culture. Students will not simply explore the difference between societal cultures or individual people. They

will have the knowledge and skills to understand culture as a complex, unique, and dynamic aspect of every person with whom they interact. 3 credits.

L.SCW-325: Social Work in an Aging Population

Social Work in an Aging Population will provide students with a broad overview of social work practice with older adults. Students will explore social work practice related to the changing demographics and trends in aging, biopsychosocial aspects of aging, end-of-life care, assessment practices with older adults and their families, services within the Dubuque community and nationally for older adults, career paths available in the aging field, and policy implications for practice. 3 credits.

L.SCW-330: Child Welfare

This course will provide students with a broad overview of social work practice in child welfare services. Students will explore child welfare services and policies from the varying perspectives of the children and families served, the professionals providing the services, and the historical and current views, policies, and practices that shape the framework of the current child welfare system. 3 credits.

L.SCW-344: Social Policy: Formulation & Analysis

The focus of this course is on the role of the social worker as a policy advocate who addresses social problems in the public and agency/organizational sectors. This course focuses on policy advocacy as an intervention that requires a skill to be learned much like any other intervention skill in direct practice. Topics covered are the historical context of social policy in the United States, how to analyze social policy and understand the government policy-making process and understanding how values, conflicting viewpoints, and competing interests influence social policy. The focus will be on major policy areas and social action. Prerequisite: L.SCW-346. 3 credits.

L.SCW-345: Social Work Research

Students are introduced to the basic steps of the traditional scientific research process. A group research project is carried out following the approval of the Institutional Review Board. The initial results are analyzed and presented to the class. Students are also exposed to alternative research methods such as program evaluation and direct practice evaluation. Prerequisite: L.SCW-231. 3 credits.

L.SCW-346: Social Work Practice I

An introduction to the professional practice of social work with an emphasis upon the values, knowledge and skills of generalist practice. A proactive process of working with individuals and families is offered, including strength-based assessments, cross-cultural competencies and empowerment strategies. Development of written and oral communication skills through the use of interviewing, role plays, videotaping and case studies. Prerequisite: L.SCW-231. 3 credits.

L.SCW-347: Social Work Practice II

This is the second course in a sequence of three generalist practice courses. Practice II addresses practice with families and small groups. The focus is on group work which entails the deliberate use of intervention strategies and group processes to accomplish individual, group and community goals, using the value base and ethical practice principles of the social work profession. Prerequisite: L.SCW-346. 3 credits.

L.SCW-348: Social Work Practice III

This course explores the aspect of generalist practice involving proactive responding to large groups, communities and organizations. Macro skills of working within an agency or organizational leadership, supervision issues, grant writing, fundraising and community organizing are emphasized. Other skills to facilitate meetings, networking, time management, and handling conflict are addressed. Prerequisite: L.SCW-347. 3 credits.

SCW 350: Career Options and Professional Practice

An educationally focused community service experience and seminar that emphasizes socialization into the profession of social work. The course combines a two times weekly seminar with agency-based volunteer work in a helping role. A minimum of 100 hours of volunteer work must be

completed to receive credit for the course. The seminar assists students in exploring their “goodness of fit” with a social work career and in developing an understanding of their own capacities in relation to professional social work competencies. Prerequisite: L.SCW-231. 3 credits.

L.SCW-395: Topics

Social Work topics course. Used to develop courses which have not been approved under another catalog number. See Division Chair for more information.

L.SCW-446: Field Instruction & Portfolio-PJ

Individually planned and supervised experience in a public or voluntary social service agency. The student spends approximately 15 hours per week or 210 clock hours during one semester in placement. Some placements will require students to drive their own car. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: All requirements for the major completed. Restrictions: Social work majors only. 4.5 credits.

L.SCW-447: Field Instruction & Portfolio-PJ

Individually planned and supervised experience in a public or voluntary social service agency. The student spends approximately 15 hours per week or 210 clock hours during one semester in placement. Some placements will require students to drive their own car. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: L.SCW-446.

Restrictions: Social work majors only. 4.5 credits.

L.SCW-448: Field Instruction & Portfolio-PJ

Individually planned and supervised experience in a public or voluntary social service agency. The student spends approximately 32 hours per week or 420 clock hours per one semester in placement. Some placements will require students to drive their own car. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: All requirements for the major completed. Restrictions: Social work majors only. 9 credits.

SOCIOLOGY

L.SOC-101: Sociology in Action

Through hands-on activities inside the classroom and community-based learning in the “real world,” students will be introduced to the ways in which sociologists approach the world. The relationship between individuals and society, ideas about how the world operates, and the dynamic process of social change will be emphasized as students learn to think sociologically. Restriction: Not open to students who have taken L.SOC-115. 3 credits. January term.

L.SOC-115: Introduction to Sociology

An overview of the discipline of sociology. The course examines the theories and research methods of sociology as well as substantive areas including culture, social stratification, small group dynamics, social institutions, and the dynamics of social and cultural change. Restriction: Not open to students who have taken L.SOC-101. 3 credits.

L.SOC-216: Social Problems

Consideration is given to a number of contemporary social problems. Sociological principles are employed in the analysis of such topics as poverty, crime, racial and ethnic relations, health care issues, sexism, environmental degradation and other types of inequality. 3 credits.

L.SOC-227: Sociology of the Family

The primary goal in this course is to introduce and explore important issues related to the influential institution of the family. Social processes, myths, and problems facing contemporary families will be examined. While students will reflect on their own family experiences the course focuses on social structures that shape family life. 3 credits.

L.SOC-240: Gender & Society

An exploration of the influence of gender stratification on both the social development of women and men and their personal experiences of social institutions such as the family, the economy, the political order, religion, and the educational system. Special emphasis is placed on the intersecting character of class, race, and gender stratification systems. 3 credits.

L.SOC-250: Aryan Societies-AC

An examination of the complex relationship between personal identity and community. The course focuses on the formation of racial, class, gender, and sexualized identities in hate group communities, the ways in which white supremacists react to changes in their local environments, and how they affect change in their communities. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB220. 3 credits.

L.SOC-252: Self & Society-AI

An examination of the impact of the social environment on individual identity and behavior. The course emphasizes development of self, attitudes and attitude change, interpersonal relations, small groups and collective behavior. Students will develop a stronger sense of human interaction and relationships, and an appreciation for multiple views of social reality that should be useful to their relations at home, with friends, at work, and within their larger community. Prerequisites: L.LIB-100, L.LIB-105, L.LIB110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SOC-254: Race & Ethnicity-AC

The primary emphasis in this course is on introducing and exploring important issues related to race and ethnicity in the United States. The course analyzes information comprehensively and includes historical evidence in order to better understand culture. Students will explore probable causes and consequences of inequality rooted in race/ethnicity. Students will incorporate an analysis of values, including understanding how personal and cultural values result from social forces and structures, into their examination of race and ethnicity. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SOC-272: Global Inequality-AC

This course examines issues of inequality related to class, race, gender, and sexuality across the globe. Throughout the semester, consideration will be given to how distinct historical and cultural contexts create unique experience with inequality. The study of global inequality will be grounded in a discussion of local values which emerge from and affect larger social forces, both within and between regions. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SOC-295: Topics

Sociology topics course. Used to develop courses which have not been approved under another catalog number. See Division Chair for more information.

L.SOC-310: Cultural Analysis

This is a study travel course which examines cultures in depth by focusing on inequality. The course could be offered in a number of different locations. Particular social, political, and economic issues significant to the region of study will be considered. The course immerses students in cultural settings away from campus and includes excursions to a wide range of culturally rich sites including historic sites and museums. Required readings provide a base for students to build upon as they hear from local experts and see many cultural artifacts. Students will hear several guest lectures and interact

with guest lecturers and tour guides, and will participate in daily class discussions to critically analyze experiences and information. Students will engage with people from various cultural perspectives to hear first-hand accounts regarding inequality. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits. January term.

L.SOC-330: Sociology of Education

Education is analyzed as a key social institution that influences, and is influenced by, the larger society. The course will focus on important, enduring issues within the sociology of education such as social class, race/ethnicity, gender, school organization, academic achievement, politics, and educational reform. Additional issues currently under debate, especially in regard to policy and practice will also be examined. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-332: Research Methods & Methodology

An examination of the principles of social research including the research process, choosing the research problem, constructing social explanations, measurement, survey and field research techniques, and the analysis, interpretation, and application of survey research data. Prerequisites: Grade of C- or better in the mathematical modeling requirement, L.SOC-101 or L.SOC-115, and 3 additional credits in sociology. 3 credits. Spring semester.

L.SOC-333: Statistical Analyses

Rationale and use of various statistical procedures including measures of central tendency, dispersion, inference and association. Students gain experience in coding and entering data, recoding variables, and creating composite measures with the use of computer software. Students develop their own hypotheses and conduct independent statistical analyses of survey data. Encouraged for all social science majors. Prerequisites: Grade of C- or better in L.SOC-332, L.CRJ-323, or L.PSY-211. 3 credits. Fall semester.

*Note – Students are considered for a prerequisite waiver at the discretion of the Professor.

L.SOC-336: Classical Sociological Theory

This course focuses on the major theoretical perspectives and important early scholars within sociology. Students will learn to apply sociological theory to issues of sociological concern as well as to their daily lives. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits. Fall semester.

L.SOC-340: Social Demography

Demography is the scientific study of human populations (their size, composition, and distribution) and the changes in these factors as they occur through the three processes of fertility, mortality and migration. Issues like immigration, population decline in some areas and increases in others, and the aging of a population, and their effects will be examined. Students will examine demographic process and consider how these issues are relevant their lives now and in the future. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-355: Sociology of Popular Culture

Popular culture includes a wide variety of topics such as art, comic books, sports, hip-hop, clothes, movies, food, TV, or advertisements, and this course will draw on various sociological perspectives to critically evaluate the media as an influential social institution. This course will examine how popular culture is becoming increasingly central to social life in the United States and around the world and will consider issues related to race/ethnicity, gender, sexuality, and social class. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-375: Social Movements

The primary focus of this course is the examination and application of social movement theory. Students will examine factors that influence movement emergence, culture, tactics, organizational strength, and outcomes. In doing so, they will assess the relative strength and weaknesses of social

movement theory as they apply to a range of both progressive and conservative movements. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-390: Social Inequality

This course will familiarize students with how systems of class, gender, racial, and sexual stratification operate in the United States. We will explore the construction, maintenance, and impact of inequality. While a great deal of the course will focus on social class, the intersection of all forms of inequality will be the primary focus of attention. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-393: Practicum

The practicum is designed for sociology majors and minors who desire an agency/organization placement. The primary objective of the practicum is to enable students to link classroom learning to work situations. Prerequisite: L.SOC-101 or L.SOC115. 1-3 credits.

L.SOC-395: Topics

Sociology topics course. Used to develop courses which have not been approved under another catalog number. See Division Chair for more information.

L.SOC-490: Senior Seminar

A seminar for senior sociology majors which endeavors to crystallize the student's knowledge and appreciation of the discipline. The course will concentrate upon methodological, theoretical, and substantive issues of interest in the field. Prerequisites: Grade of C- or better in L.SOC-332, L.BIO-279, L.CRJ-323, or L.PSY-211; and grade of C- or better in L.SOC-333, L.MAT-115, L.PSY-212 or. Open to seniors only. *Note – Students are considered for a prerequisite waiver at the discretion of the professor. 3 credits. Spring semester.

SPANISH

L.SPA-110: Beginning Spanish I

L.SPA-110 and L.SPA-120 are designed to develop reading, writing, listening and speaking skills in Spanish at the basic level, and place a great emphasis on the acquisition and practice of grammatical structures in Spanish. They also provide an introduction to the cultures of Spanish-speaking peoples. Prerequisites: Students with no previous study of Spanish or placement, or equivalent and permission of instructor. 3 credits.

L.SPA-120: Beginning Spanish II

L.SPA-110 and L.SPA-120 are designed to develop reading, writing, listening and speaking skills in Spanish at the basic level and place a great emphasis on the acquisition and practice of grammatical structures in Spanish. They also provide an introduction to the cultures of Spanish-speaking peoples. Prerequisites: L.SPA-110 with grade of C or higher or placement, or equivalent and permission of instructor. 3 credits.

L.SPA-135: Basic Spanish for the Professions

Designed for students with some previous knowledge of Spanish who wish to enhance their chosen career paths with basic workplace Spanish, these courses emphasize communicative skills and “real-life” applications of specialized vocabulary and workplace practices in Spanish, at the basic level. Each course will focus on the use of Spanish within one general professional context: business, criminal justice, education or health/social services. Prerequisites: L.SPA-110, with grade of C or higher, or equivalent and permission of the instructor. 1-3 credits.

L.SPA-210: Intermediate Spanish I

L.SPA-210 and L.SPA-220, sequential in nature, involve extensive and intensive reading, writing, conversation and grammar at the intermediate level. Students will study the cultures of Spanish-speaking peoples. This sequence of courses will prepare students for further study in Spanish and serves as the introductory sequence for the major. Prerequisites: L.SPA-120 with grade of C or higher or placement or equivalent and permission of instructor. 3 credits.

L.SPA-220: Intermediate Spanish II

L.SPA-210 and L.SPA-220, sequential in nature, involve extensive and intensive reading, writing, conversation and grammar at the intermediate level. Students will study the cultures of Spanish-speaking peoples. This sequence of courses will prepare students for further study in Spanish and serves as the introductory sequence for the major. Prerequisites: L.SPA-210 with grade of C or higher or placement, or equivalent and permission of instructor. 3 credits.

L.SPA-235: Intermediate Spanish for the Professions

These courses are designed to enhance communicative skills and “real-life” applications of specialized vocabulary and workplace practices in Spanish at the intermediate level. Particularly appropriate for students with a Spanish minor or double major, each course will focus on attaining intermediate proficiency in workplace Spanish within one general context: business, criminal justice, education or health/ social services. Fulfills an elective requirement for the major or minor. Prerequisites: L.SPA-210 with grade of C or higher, or equivalent and permission of instructor. 1-3 credits.

L.SPA-237: El Camino de Santiago

Ours are misty stone trails through the same green lands that legend says St. James the Elder travelled during and after life. We will follow the Route from Portugal to Santiago. Into this same time and place we will weave the theme of modern human migrations across the Galician landscape, learning the emigrant/immigrant history of recent years. How do the modern American pilgrim and the modern African immigrant move through this landscape; how are they received by the inhabitants of the place? Throughout the trip we will investigate the efforts of Cáritas Diocesana. On the Camino, we will be walking about 15 miles/day, maybe more. 3 credits. January term.

L.SPA-248: Spanish in the Schools Practicum

This course will be experiential in nature, providing pre-service teachers the opportunity to continue to implement specific methodological approaches in second language acquisition, classroom experience, and the opportunity to reflect upon the experience, both individually and as a group. Prerequisites: permission of instructor. 1 credit. May be repeated for a total of 3 credits.

L.SPA-270: Advanced Communicative Modes

Higher level skill development and refinement in writing, speaking, and comprehension for students of Spanish. Includes: informal and formal writing (note-taking, drafts, style sheets, research strategies, paper formats) and informal and formal oral presentations (class discussions, group conversations, formal presentations). Prerequisite: L.SPA-220 with grade of C or higher, or placement, or equivalent and permission of instructor. 3 credits.

L.SPA-276: La Frontera-AC

This bilingual version of the advanced general education course, “The Latino Experience in the US-AC”, focuses on “la frontera,” the areas along the border between the U.S. and Mexico and includes a travel component to Arizona, U.S. and Sonora, Mexico. In this course, we will explore the history of both the U.S. and Mexico and the cultural, economic, linguistic, political and social contexts of this globally unique region. Pre-requisites: L.LIB-100, L.LIB-105, L.LIB-110 and completion of either L.LIB-130, L.LIB-135 or L.LIB-220. Completion of L. SPA-220 or equivalent and permission and interview with the instructor. 3 credits. January term.

L.SPA-280: Critical Analysis

Using a wide variety of source materials (both academic and non-academic formats), students will engage in activities and analyses that provide them with additional tools and techniques for becoming more thorough thinkers and communicators in Spanish. Additional emphasis is placed on utilizing and processing materials and content that enhance students' understanding and appreciation of their own and other cultures. Prerequisite: L. SPA-270 with grade of C or higher or placement, or equivalent and permission of instructor. 3 credits.

L.SPA-295: Topics

Spanish topics course. Used to develop courses which have not been approved under another catalog number. See Division Chair for more information. May be taken concurrently with L.SPA-280. 3 credits.

L.SPA-335: Advanced Spanish for the Professions

This level of courses in Spanish for the professions builds upon advanced level communicative competencies in Spanish, with particular emphasis on translation and interpretation and bilingual proficiency. Each course will address one general professional context supplemented with individualized projects and materials that allow each student to more narrowly focus on particular specialized aspects of the general professional topic: business, criminal justice, education and health/social services. Prerequisites: L.SPA-280 with grade of C or higher or placement or equivalent and permission of instructor. 1-3 credits.

L.SPA-338: Advanced Spanish for the Professions Practicum

Field placements, special community outreach projects and/or applied independent study related to Spanish for the Professions at the advanced level. Prerequisites: L.SPA-335 with grade of C or higher, or equivalent and permission of instructor. 1-3 credits.

L.SPA-350: El Mundo Hispano

This course examines the Spanish-speaking countries and cultures on both sides of the Atlantic from earlier centuries to modern times. Students will enhance their knowledge of persons and events and develop intercultural perspectives. Prerequisite: L.SPA-280 with grade of C or higher or placement or instructor permission. 3 credits.

L.SPA-360: Major Writers

Representative authors from the Spanish-speaking world and works from various genres. Prerequisite: L.SPA-280 with grade of C or higher or placement or instructor permission. 3 credits.

L.SPA-400: Advanced Grammar

Intensive practice in the subtleties of Spanish grammar and syntax. Prerequisite: L.SPA-350 or L.SPA-360 or equivalent semester study abroad courses. 3 credits.

L.SPA-450: Topics in Culture & Civilization

In-depth study of a particular issue or area of cultural studies. Topics will vary from semester to semester. Possible topics may include the Spanish Civil War, the Inquisition, Evita Perlin, the Virgin of Guadalupe, music of Latin America and its influence in popular American culture. Course may be repeated for credit. Prerequisites: L.SPA-350 or L.SPA-360 or equivalent semester study abroad courses. 3 credits.

L.SPA-460: Themes in Literature

Intensive study of a particular period, region, genre, or author. Topics will vary from semester to semester, and could include Golden Age, Chicano literature, short stories of Argentina, Sor Juana de la Cruz. Course may be repeated for credit. Prerequisites: L.SPA-350 or L.SPA-360 or equivalent semester study abroad courses. 3 credits.

L.SPA-490: Senior Seminar & Portfolio-PJ

This is the capstone experience for students majoring in Spanish. Students undertake individualized research projects culminating in a formal oral presentation and a formal written narrative. A significant community connection component is required. Students also complete a College Portfolio that connects to the major that will aid Spanish majors in demonstrating the transferable knowledge and skills that they have developed through their liberal arts education at Loras College. Prerequisite: L.SPA-450 or L.SPA-460 or equivalent semester study abroad courses. 3 credits.

SPANISH-SPEAKING WORLD

L.SPW-247: Colonial Literature of Latin America-AA

Taught in English. This course will explore the issues of conquest, colonization and empire in Latin America through literature, specifically analyzing the role of literature in the construction of culture. Students will examine the development, construction and transformation of literary genres such as satire, epic poetry, urban histories, travel writing, drama and personal accounts. Students will connect this exploration of genre with cultural and social issues of the 16th through 18th centuries, including gender, race, ethnicity, empire, and creole identity. The connection of literary and social questions will allow students to analyze the mutually constructed relationship between literature and cultural paradigms. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one course from L.LIB130, L.LIB-135, or L.LIB-220. 3 credits.

L.SPW-257: Cultural Geography–Spanish-Speaking World

Taught in English. Overview of the history and cultural development of those countries that today make up the Spanish-speaking world. Beginning with a brief history of Spain as a rising European power, the course will examine the “conquest” and “colonization” of the “New World” (North, Central and South America); the colonial period and struggles for independence; the most salient issues of the post-colonial period; the transition into and the contemporary concerns of the 20th and 21st centuries. 3 credits.

L.SPW-265: Remembering the Disappeared

Taught in English. A study travel course to Buenos Aires, Argentina which will examine Argentina’s national interpretation of the “Dirty War,” a social reorganization process which ravaged the country from 1976 to 1983. This course will explore the national mood before the coup as well as the ideology and violent tactics of the military regime governing Argentina during that time. These foci will guide the class in analyzing the larger theme of social, economic, and political resistance during the Dirty War, as well as the modern desire in Argentina to create spaces of social memory that preserve the history of the Disappeared and their families. 3 credits. January Term.

L.SPW-267: The Latino Experience in the U.S.-AC

Taught in English. This course is designed to provide an overview of the historical and contemporary contexts and issues pertaining to the various people in the United States identified as “Latino” (or “Hispanics,” as labeled by the federal government). We will explore the demographics and cultures of Americans whose history and heritage range from flourishing civilizations that pre-date the arrival of the Mayflower to citizens who have never set foot on the U.S. mainland. We will examine the concepts of ethnicity, heritage, ancestry, race, language, citizenship, and culture, particularly as they pertain to Latinos. We will develop a common list of working definitions and an understanding of the major events, historical figures, issues, and concerns that are important and unique to this segment of U.S. society. The January term version of this course, **The Latino Experience: la frontera**, includes travel to the U.S.-Mexican border Prerequisites: L.LIB-100, L.LIB105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SPW-277: United States Latino Literature-AI

Taught in English. This course focuses on the nature of identity and community in literature written by U.S. authors who self-identify and/or are identified as “Latino.” The majority of these

works raise and/or address explicitly the questions of “Who am I?,” “What does it mean to be Latino?,” and “To which community (or communities) do I belong?” Selected texts (from the 1940s to now) will represent the perspectives of different and differing voices on Latino “minority” status in relation to mainstream “Anglo” culture, as well as varying definitions of self, identity, and community that contribute to connections and ruptures within the larger Latino community. In this course, we will examine the issues surrounding “otherness” in ways that will engender a more sensitive awareness of how we all participate in and are affected by the dynamics of difference. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SPW-285: Asset Mapping Iowa Latinos-AI

Taught in English. This community-based learning course will examine the use of asset mapping as a tool for promoting and creating community action in Latino population centers across Iowa and within Dubuque. Issues of class, race and gender identity are critical to the asset mapping process and will be analyzed in conjunction with the structure of community relations. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SPW-287: Latin American Communities through Literature-AI

Taught in English. This course will focus on subaltern identities and communities as represented in Latin American literature (written originally in Spanish). We will begin with the colonial period and move into the twenty-first century considering multiple Indigenous and Spanish speaking communities. This course will examine the mutually inscriptive relationship between community and identity, the process of formation of communities, and the personal ideologies and beliefs that challenge an individual’s role in a community. Further, the contextualization of the issues represented in the course materials in the Latin American context will require students to analyze ongoing interactions between the self and community in relation to national politics as well as the relationship of Latin America to the “developed world.” Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

SPORT MANAGEMENT

L.SMG-150: Introduction to Sport Management

This course introduces students to the requisite skills and dispositions necessary to succeed in sport management, the prospective career paths, and current issues within sports and the academic discipline. The course serves as an introduction to subsequent courses in the sport management major and to the skills of budgeting, scheduling, and working in groups. Restricted to non-senior students. 3 credits.

L.SMG-225: Sports Business

This course will study and critique current issues surrounding sport, business, and capitalism through the lens of Catholic and secular teachings. An emphasis will be placed on how sports companies attempt to integrate their mission statements into their daily operations and decisions that impact the bottom line. Students will travel to a Midwestern city to visit with sport management professionals at multiple entities. Prerequisite: L.SMG 150 or instructor consent. 3 credits. January term.

L.SMG-240: Sport & Society

An introduction into the relationships between sports, culture, and society. This course will examine the institution of sport using sociological theory to investigate the complex interaction between sport and society. Through the exploration of controversies within the realm of sport, students will gain insight into the purpose, meaning, and influence of sport in our culture. Students will examine the ways in which the prejudice and cultural trends of society are reflected within, and influence participation in, sport. Prerequisite: L.KIN-101 or L.SMG-150. 3 credits.

L.SMG-270: Ethics in Sports-AV

Examination of the basic ethical principles and theories employed in the consideration of any moral issue and application to various moral dilemmas in the areas of sports and athletics, including gender equity, racial equity, competition and winning, academics and eligibility, sportsmanship, violence, performance-enhancing drugs, recreational drugs, commercialization in sport, amateurism and professionalism, and professional codes of ethics. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SMG-280: Women in Sport-AI

Throughout history, women have "dared to compete" in sport. This course will examine the relationship between female athletes, sport, and community. A historical perspective of the origin and advancement of sport for women as influenced by religious, economic, political, cultural and ideological communities will be used to analyze the changing role of women. The interaction between women and socio-cultural communities in relation to sport participation will be examined, as exemplified, for example, in the struggle by women for involvement in the Olympics. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.SMG-290: Sport Governance

This course examines the theoretical concepts of governance, organizational structure, policy development and the functions and purposes of governing bodies in sport at the high school, collegiate, professional and amateur levels. Emphasis will include the control the powers each agency has assumed and how the power is derived, the advantages and disadvantages of membership within such agencies, and the current legislative issues within these agencies. 3 credits.

L.SMG-294: Level-Two Internship in Sport Management

This is a three-credit experience providing students the practical opportunity to apply and enhance what they have learned in the classroom. Fifty hours at a sport management site must be completed for each academic credit awarded. The experience is structured around learning goals and overseen by a site supervisor and Loras faculty member. Prerequisites: L.SMG-240; Restrictions: Minimum of 2.0 grade point average. Not open to first year students. 3-4 credits.

L.SMG-345: Sport Facility & Event Management

This study travel course will focus on sport facility management with a special emphasis on organizing events and mitigating associated risks. Topics include planning and producing an event, facility operations, financing facilities, legal aspects, crowd and emergency management, risk management, and the application of the Americans with Disability Act to sport facility and event management. Students will critically examine sport and event stadiums and arenas, interview facility operators, and evaluate stadium and arena risk management plans. Not open to first year students. Prerequisite: L.SMG-240. 3 credits. January term.

L.SMG-367: Sport Law

This course is designed to provide students the requisite knowledge of legal issues in the sporting industry. Topics include negligence, liability, risk management, waivers, federal legislation, contract law, employment law, anti-trust legislation, labor law, and intellectual property. Case studies are used to help students apply the material. Prerequisite: L.SMG240. 3 credits.

L.SMG-422: Sport Sales & Sponsorship

Processes of successful selling and negotiating within the sport-business climate. Study of the development, implementation, and evaluation of the sport sponsorship proposal and analysis of the

interaction between sport organizations and sponsorship partners. Prerequisite: L.SMG-240. 3 credits.

L.SMG-450: Sport Finance & Revenue Management

This course provides an overview of the financing of the sport organization with coverage of public sector funding, funding through sport revenue, and funding through external sources. Prerequisite: L.SMG-150 and junior standing. 3 credits.

L.SMG-468: Sport Marketing & Promotions

This course is designed to assist students in creating and critiquing marketing, promotion and public relation efforts specific to sport. Emphasis will be placed on the five “p’s” of sport marketing: price, promotion, product, place and public relations. This course includes hands-on experience with market research and case studies to help students apply the material. Prerequisite: L.SMG-150 and junior standing. 3 credits.

L.SMG-492: Level-Three Pre-Professional Field Experience in Sport Management This experiential course is designed for students who are in the advanced stages of completing the coursework required for their major. This experience provides sport management majors a culminating opportunity to apply and enhance what they have learned in the classroom. Students must complete 50 hours at a sport management site, arranged by the student and approved by the sport management program coordinator, per academic credit. The experience is structured around learning goals and overseen by a site supervisor and a Loras College faculty member. Prerequisites: completion of at least nine (9) credits of L.SMG coursework. Restrictions: Open to sport management majors who have senior standing, and have at least a 2.0 cumulative GPA. 9 credits.

TEACHER EDUCATION

L.EDU-200: Foundations of Education

The purpose of this course is to introduce students to the teaching profession. Examples of topics explored in the course include historical milestones in U.S. education, education philosophies, learning theories, trends in education, culturally relevant teaching, and the purpose of schools in America. 10 hours of field experience required. Corequisite: L.EDU-205. 3 credits.

L.EDU-203: Teaching for Social Justice

This course focuses on preparing teacher candidates to work with students from diverse backgrounds. Topics include race, religion, gender, social class, disabilities, global education, and English language learners. The goal of the course is for teacher candidates to develop multicultural awareness, learn effective classroom strategies to help close the achievement gap, and to become advocates for multicultural education. Students will also have the opportunity to tutor local students from culturally and linguistically diverse backgrounds. Includes a week-long experience in Chicago. 3 credits. January term.

L.EDU-205: Foundations of Inclusive Education

This course introduces students to the policies and practices of special education, including major models, and historical points of view and contemporary issues. Laws, policies, procedural safeguards and ethical principles related to the process of identifying students with various exceptionalities will be covered. Classroom teacher responsibilities for providing interventions, instructional modifications and accommodations to meet the needs of diverse learners will be introduced, as well as, basic information about the categories of disabilities according to IDEA. Corequisite: L.EDU-200. 3 credits.

L.EDU-221: Learning Environment & Collaborations

This course is required for all students pursuing an elementary education major. It introduces students to different theoretical perspectives associated with students' behavior in the classroom. This course provides opportunities for students to learn professional collaboration skills and to work on a team to solve problems presented in a variety of situations. The course examines the roles and responsibilities of teachers in creating and managing a classroom environment that supports the academic, emotional, and behavioral needs of all students. In addition, the course explores current ethical and legal standards which frame the use of evidence-based practices designed to establish a collaborative, positive learning environment for all students in an inclusive classroom. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits.

L.EDU-222: Foundations of Early Childhood Education, Birth to Age Eight

The focus is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and services provided in a variety of settings, and includes a 15-hour field experience. 3 credits.

L.EDU-230: Children's & Young Adult Literature-AA

This course is a survey and analysis of literacy materials for children and young adults. This course will provide a broad understanding of the history and genres of literature for children and young adults. It will further introduce students to the process of evaluating and choosing quality literature. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; L.LIB-130, L.LIB-135, or LIB-220. 3 credits.

L.EDU-232: Curriculum & Instruction in PE, Health & Wellness

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials for physical education and health, b) the importance of developing physically literate individuals that are capable of sustaining an active and healthy lifestyle, and c) strategies for learning about movement and learning through movement. This course is taken concurrently with EDU 233 and EDU 234 in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-233 and L.EDU-234. 1 credit.

L.EDU-233: Curriculum & Instruction in Performing Arts

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials in the performing arts (music, theater, and dance), b) the important connections between expressions of art and culture, and c) how the creation and/or performance of art can lead to more meaningful learning. This course is taken concurrently with EDU 232 and EDU 234 in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-232 and L.EDU-234. 1 credit.

L.EDU-234: Curriculum & Instruction in Visual Arts

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials in the performing arts (music, theater, and dance), b) the important connections between expressions of art and culture, and c) how the creation and/or performance of art can lead to more meaningful learning. This course is taken concurrently with EDU 232 and EDU 233

in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-232 and L.EDU-233. 1 credit.

L.EDU-260: Foundations of Reading

This course is an introduction to the psychological, sociocultural, motivational, linguistic, and historical foundations of reading and writing processes and instruction. A primary focus of the course includes the range of research pertaining to reading, writing, and learning, including the analysis of scientifically based reading research, as well as the histories of reading instruction. Includes information on reading difficulties and dyslexia. *Out-of-class is time required for clinical work with English language learners and observations of reading instruction.* Restrictions: Reading endorsement students only, not open to first year students. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits. Spring semester.

L.EDU-261: Early Childhood Language & Literacy

This course is an intensive study of the oral and written language acquisition and development of children birth through kindergarten. As a community-based learning course, students will spend time in kindergarten classrooms providing supplemental literacy instruction using current technology. Prerequisites: Declared endorsement in Reading K-8. Not open to first year students. 3 credits. January Term.

L.EDU-265: Multicultural Education-AC

This course introduces students to the diversity of cultures prevalent in K-12 U.S. schools today and the impact that this diversity has on student learning. The course examines the historic influences of cultures on education policy in the U.S., how this continues to have an impact on K-12 systems today, and global education. In addition, the course explores how different elements of culture (particularly race, religion, gender, social class, disabilities, language, and geographic region) in the K-12 classroom have influenced student learning. Most importantly, this course addresses how schools are effectively addressing the needs of multiple cultures in their classrooms and developing successful strategies to counter bullying, harassment and discrimination of all kinds. Students in the course have the opportunity to mentor students from diverse backgrounds in the community. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110 and completion of either L.LIB-130, L.LIB-135 or L.LIB-220. 3 credits.

L.EDU-321: Curriculum Methods & Materials, Infants & Toddlers

Planning and implementing an integrated program appropriate to infant and toddler development of language, thinking and reasoning are primary aims of this course, with an exploration of techniques and approaches for creating safe and healthy infant and toddler learning environments. Requires a 10-hour field experience. Prerequisites: admission to Teacher Education; L.EDU-222. Corequisites: L.EDU-323 and L.EDU-327. 3 credits.

L.EDU-323: Curriculum, Methods & Materials/Preprimary

Planning and implementing an integrated program appropriate to preprimary level development of language, thinking and reasoning, and creative expression. Requires a 10- hour field experience. Prerequisites: admission to Teacher Education; L.EDU-222. Corequisites: L.EDU-321 and L.EDU-327. 3 credits.

L.EDU-327: Developmental Curriculum & Methods for Children with Special Needs, Birth to Age Five

This course focuses on philosophy, goals, and service delivery approaches for children birth through five, with and without special needs, and their families. This course will follow the interdisciplinary team-based development and implementation of an Individual Family Service Plan (IFSP) and an Individual Education Plan (IEP). The successful implementation of these plans within natural environments and typical routines will be investigated. Includes a 10-hour field experience. Prerequisite: admission to Teacher Education; L.EDU-222. Corequisites: L.EDU-321 and L.EDU-323. 3 credits.

L.EDU-331: Curriculum & Instruction in Language Arts

This course is an introduction to teaching the language arts (listening, speaking, reading, writing, viewing and visually representing) within an integrated, comprehensive, and balanced literacy program.

Addresses standards-based instruction; writing and spelling development; assessment and strategies for teaching writing (process, genres, grammar, and handwriting); effectively using digital tools and resources; and differentiating instruction to meet the unique needs of all students.

Prerequisite: admission to Teacher Education. Corequisite: L.EDU-332. 3 credits.

L.EDU-332: Beginning Reading

This course is an introduction to how teachers help children build an effective beginning reading process over time and support *the acquisition of strategic activities to problem-solve novel aspects of print* within an integrated, comprehensive, and balanced literacy program. Addresses the major components of reading; the integration of standards with interest, motivation, and background knowledge; grouping students and selecting appropriate print and digital materials; and differentiating instruction to meet the unique needs of all students including those with dyslexia. Prerequisite: admission to Teacher Education. Corequisite: L.EDU-331. 3 credits.

L.EDU-333: Curriculum & Instruction in Mathematics

This course is a treatment of the goals, content, materials and teaching strategies for planning and implementing a mathematics program in the elementary Professional Development School.

Prerequisites: admission to Teacher Education; L.MAT-111. 3 credits.

L.EDU-334: Intermediate Clinical

Development of technical teaching and management skills through clinical teaching experiences; observations, reflections, analysis and evaluation of teaching performance by student, peers, classroom teacher, and course instructor within a 50-hour field experience in a local elementary classroom.

Prerequisites: admission to Teacher Education; L.EDU-331, L.EDU-332, L.EDU-333, and L.EDU-335 or L.EDU-336. Corequisite: L.EDU-340. 1 credit.

L.EDU-335: Social Studies Curriculum & Instruction

This course prepares students with the knowledge and skills necessary to implement an inquiry-based social studies program in an elementary classroom. Students will integrate content from anthropology, economics, geography, history, political science, and sociology in developing and implementing a place-based curriculum for elementary students. Prerequisites: admission to Teacher Education; L.EDU-331, L.EDU-332, L.EDU-333. 3 credits.

L.EDU-336: Science Curriculum & Instruction

Science teaching is a complex activity and requires that teachers have both theoretical and practical knowledge. Effective science teachers have (1) a clear understanding of the nature of science, (2) adequate science content knowledge, (3) knowledge of how students learn, and (4) competence in implementing strategies that exemplify best practice in science teaching. Students will complete this course with a strong foundation in these four areas in order to continue to grow and develop throughout their elementary science teaching career. Prerequisites: admission to Teacher Education; L.EDU-331, L.EDU-332, L.EDU-333. 3 credits.

L.EDU-337: Reading Across the Curriculum

This course focuses on the integration of effective research-based literacy assessment and instruction for all students in the content areas or how teachers *help children move from the beginnings of processing to fully functioning systems that expand in strength over time and across texts*. Includes standards; academic language and vocabulary (knowledge of morphology and etymology); dimensions of comprehension (literal, interpretive, critical, and evaluative) and text structure; strategies for reading a variety of print and digital texts; fluency; and effectively using a variety of digital tools to support reading. Prerequisites: admission to Teacher Education; L. EDU-331, L.EDU-332, and L.EDU-333. 3 credits.

L.EDU-339: Differentiated Instruction, Grades 5-12

This course will deepen student's capacity to identify individual learning differences among children (grades 5-12) and to develop specific strategies for meeting their different learning needs. Students will gain experience in developing individualized learning goals and determining the content, materials, teaching and management strategies for learners with special needs, including the gifted and talented. Students will design an entire unit plan implementing a wide variety of differentiated instructional strategies. Corequisite: L.EDU-350 and L.EDU-350L. Prerequisite: admission to Teacher Education program. 2 credits.

L.EDU-340: Differentiated Instruction, Grades K-6

This course will deepen student's capacity to identify individual learning differences among children (grades K-6) and to develop specific strategies for meeting their different learning needs. Students will gain experience in developing individualized learning goals and determining the content, materials, teaching and management strategies for learners with special needs, including the gifted and talented. Prerequisite: admission to Teacher Education. Corequisite: L.EDU-334. 3 credits.

L.EDU-343: Assessment & Evaluation of Exceptionality, Grades PreK-8

The purpose and content of a variety of formal and informal assessments and their use in making data-based educational decisions are explored. Topics covered include informal assessment and analysis, standardized, norm-referenced and criterion-referenced instruments, systematic observation, curriculum-based measurement, response to intervention (RTI), IEP development, and progress monitoring. Prerequisite: admission to Teacher Education; L.EDU-331, L.EDU-332. 3 credits.

L.EDU-346: Learning & Behavior Strategies I

Introduction to learning and behavior characteristics of students with exceptional learning needs, identification and classification systems, inclusionary practices, evidence-based strategies and teaching techniques, and the development of the Individual Education Plan. This course covers specific learning and behavior strategies related to lesson design and the development of the IEP for students who have identified learning, emotional or behavioral needs, early learners to middle school age. Prerequisites: admission to Teacher Education Program; L.EDU-331 and L.EDU-332. 3 credits.

L.EDU-348: Learning & Behavior Strategies II

Extended work on learning and behavior characteristics of students with exceptional learning needs, evidenced-based practices, curriculum methods, strategies and teaching techniques; development of the Individual Education Plan, from early learners to middle school age. Prerequisites: admission to Teacher Education; L.EDU-346. Corequisite: L.EDU-369. 3 credits.

L.EDU-350: General Secondary Curriculum & Instruction

This course focuses on preparing teaching candidates to teach in middle and high school settings. Topics include: lesson planning, instructional strategies, classroom management, the middle school concept, 21st century skills, technology, and the Iowa Core Curriculum. This course takes place at a Professional Development School site. Prerequisite: admission to Teacher Education. Corequisites: L.EDU-339 and L.EDU-350L. 3 credits.

L.EDU-350L: Intermediate Clinical, Grades 5-12

This is a supervised, 50-hour clinical field experience in the Professional Development School program located on-site at a single high school setting. During the semester, teacher candidates will close the gap between theory and practice by teaching lessons and implementing what they have learned from L.EDU 350. In addition, they will complete teacher-related tasks coordinated by the instructor and their partner teacher at the school. Prerequisite: admission to Teacher Education. Corequisites: L.EDU-339 and L.EDU-350. 1 credit.

L.EDU-352: Special Secondary Curriculum & Methods-English

This is a survey of the goals, content, materials, and strategies for teaching English at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Prerequisite: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 3 credits.

L.EDU-353: Special Secondary Curriculum & Methods-Mathematics

This is a survey of the goals, content, materials, and strategies for teaching mathematics at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Restriction: admission to Teacher Education. Recommended: L.EDU-350. 3 credits.

L.EDU-354: Special Secondary Curriculum & Methods-Science

This is a survey of the goals, content, materials, and strategies for teaching science at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Restriction: admission to Teacher Education. Recommended: L.EDU-350. 3 credits.

L.EDU-355: Special Secondary Curriculum & Methods-Social Studies

This is a survey of the goals, content, materials, and strategies for teaching social studies at the middle and high school levels, including an analysis of specific subject matter curriculum. In particular, there will be an emphasis on the powerful social studies teaching strategies emphasized by NCSS (National Council for the Social Studies), and a focus on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Includes a 30-hour field experience in a middle or high school. Prerequisite: admission to Teacher Education. Recommended: L.EDU-331 and L.EDU-332. 3 credits.

L.EDU-356: Special Methods Spanish, Grades K-8 & 5-12

Goals, content, materials, and strategies for teaching a second language (Spanish) at the elementary and secondary level. Analysis of specific curriculum and methodologies, exploration of the intersection between language and culture, and 30-hour field experience included in course expectations. Restriction: admission to Teacher Education. Recommended: L.EDU-350 (for secondary majors) or L.EDU-334 (for elementary majors) completed. 3 credits.

L.EDU-357: Reading in the Middle & Secondary School

Secondary students are presented an overview of reading and reading techniques, assessment, materials, teaching strategies and study strategies for middle and high school subject-matter areas. Prerequisite: Admission to Teacher Education. 3 credits.

L.EDU-360: Evaluation & Diagnosis of Reading Problems

In this course students will learn the types of literacy assessments and their purposes, strengths, and limitations for the identification, screening, and diagnosis of all students' reading proficiencies and needs including knowledge of the signs and symptoms of dyslexia and other reading difficulties. Within an MTSS framework, students will learn to use assessment data analysis to inform, plan, measure, progress monitor, and revise instruction for all students and how to communicate the outcomes of ongoing assessments to stakeholders. Prerequisites: admission to Teacher Education; L.EDU-332. 3 credits.

L.EDU-361: Practicum & Instruction in Remediation of Reading Problems

In this course students will work under the guidance of appropriately licensed professionals who will observe, evaluate, and provide feedback on students' knowledge, dispositions, and performance of the teaching of reading and writing in a clinical setting. Students will use reading and writing strategies, materials, and assessments based upon appropriate literacy research, and work with others and families in the support of children's literacy development. Prerequisites: admission to Teacher Education, L.EDU-332 and L.EDU-360. 3 credits.

L.EDU-369: Special Education Seminar

This seminar covers planning and teaching a variety of curriculum and instructional programs appropriate for individuals with exceptional learning needs, discussing case studies, problem solving to identify and use academic and behavioral strategies to assist students in achieving classroom success and reflecting on the outcomes of teaching and/or interventions. Prerequisites: admission to Teacher Education Program and completion of L.EDU-346. Corequisite: L.EDU-348. 2 credits.

L.EDU-411: Student Teaching in Elementary Music

Directed participation in an elementary school; observation and teaching under guidance of College supervisor and cooperating teacher; individual and group conferences; full-day experience for nine weeks. Corequisite: L.EDU-412. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-412: Student Teaching in Secondary Music

Directed participation in a secondary school; observation and teaching under guidance of College supervisor and cooperating teacher; individual and group conferences; full-day experience for nine weeks. Corequisite: L.EDU-411. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-424: Student Teaching in Early Childhood Special Ed (ages 0-5)

Directed participation in infant and toddler or pre-k inclusive settings; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for nine weeks. Corequisite: L.EDU-426. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-425: Student Teaching in Early Childhood (ages 0-5)

Directed participation in infant and toddler or pre-k inclusive settings; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for nine weeks. Corequisite: L.EDU-426. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-426: Student Teaching in Primary, Grades K-3 (ECE)

Directed participation in kindergarten, first, second or third grade inclusive settings; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for nine weeks. Corequisite: L.EDU-424 or L.EDU-425. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-432: Student Teaching in the Elementary School

Directed participation in the schools; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for eighteen weeks. Restriction: admission to Teacher Education. Graded pass/fail only. 10 credits.

L.EDU-441: Student Teaching: Instructional Strategist I, K-8

Directed participation in the schools; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for nine weeks. Co-requisite: L.EDU-442. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-442: Student Teaching: Elementary Education with Instructional Strategist I

Directed participation in the schools; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience nine weeks. Co-requisite: L.EDU-441. Restriction: admission to Teacher Education. Graded pass/fail only. 5 credits.

L.EDU-452: Student Teaching in Secondary School

Directed participation in a secondary school; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for eighteen weeks. Restriction: admission to Teacher Education. Graded pass/fail only. 10 credits.

L.EDU-490: Capstone Seminar & Portfolio-PJ

This course provides student-teachers with an opportunity to reflect on their own learning experience at the same time that they are facilitating the learning of others through their student teaching experience. This course prompts students to reflect on how they have grown as a learner in relation to the Loras College dispositions and how their Loras experience has shaped the teacher that they are becoming. The course also serves to help prepare students for the job search and first years in the teaching profession. Fundamentally, the course requires that students create an electronic portfolio that synthesizes their skills and dispositions as an emerging teacher within the context and value of their liberal arts preparation at Loras College. 2 credits.

STUDENT LIFE AND CAMPUS RESOURCES

HEADWATERS ACADEMIC SUCCESS CENTER

The Academic Success Center is committed to the enrichment of the Loras community by identifying and providing academic opportunities and support services to students, faculty, and staff.

A variety of student support services and opportunities comprise the Headwaters Academic Success Center. For further program information, go to: [Inside Loras/Academics/Headwaters](#).

Supplemental Instruction

Supplemental Instruction (SI) is a program designed to increase student mastery of content in historically-difficult courses, while instilling study skills that are transferable to other courses. SI learning sessions are facilitated by a peer and take place in out-of-class, informal settings.

Academic Coaching

The transition to college may require a change in study strategies, strengthening existing skills, or developing new study skills. In addition to study skills and examination strategies, assistance with mathematics, time management, organizational strategies, and reading comprehension opportunities are available through individual consultations.

Individual Tutoring

HASC provides individual and/or small group tutoring in a variety of subjects and locations. The tutors are peer academic coaches, and the tutoring is administered in conjunction with various organizations and clubs throughout campus.

Writing Center

Led by the director and staffed by peer consultants, the Writing Center assists students in becoming more independent writers by focusing on the process of writing. A number of services are available in understanding an assignment, developing an initial draft, and editing a final draft. Support is provided for the MOI critical thinking and writing model as well as strategies for advanced writing in the disciplines. In addition to the services provided in the Center, hands-on workshops provide specific writing strategy assistance. For further information, go to the Writing Center site.

THE LYNCH LEARNING CENTER

The Lynch Learning Center (LLC) serves students with diagnosed disabilities, who request support services and have the necessary documentation to receive accommodations. The LLC has two levels of

service: Accommodation Services, and the Enhanced Program. Students interested in either level of service must apply and be admitted to the College through the regular admission process.

Accommodation Services – Students with disabilities are eligible to receive the accommodations that their documentation supports. The most commonly requested accommodations are alternative testing (extended time and/or distraction-free test locations), note-taking services, and alternative format texts (books on CD or in a format for use with reading software programs). Students must present documentation **after** they are admitted to the College and meet with an LLC staff member to determine which accommodations they are eligible to receive. The accommodations a student requires may be provided by professors or the LLC. No fee is charged for these services.

Enhanced Program – The Enhanced Program is intended for students who have a primary disability of LD or AD/HD, but students with other diagnoses may be considered. Students interested in the **Enhanced Program** apply simultaneously to the College (regular application form) and to the Lynch Learning Center (separate application). Applications are reviewed by program staff **after** acceptance to Loras. Selected students are invited for interviews.

Students selected for the Enhanced Program attend a summer bridge program, and a two-credit class, Learning Strategies, both semesters of their first year. In addition, all students (first-year and upper class) in the Enhanced Program attend a weekly individual meeting (one hour) with a staff member. Student tutors are assigned if needed. Accommodation Services (see above) are also provided if the student's documentation supports the need. **An additional fee is assessed for the Enhanced Program.**

See the Lynch Learning Centers' website for additional information about documentation requirements and the application process.

STUDENT DEVELOPMENT

MISSION STATEMENT

Loras College Student Development is centered on developing the whole person, one Duhawk at a time.

The Student Development division provides and supports members of the Loras community engaging in meaningful learning experiences. Through this increased engagement, Student Development provides students diverse experiences and opportunities to grow academically, socially, spiritually, and emotionally. As students navigate the College, Student Development assists them in articulating the value of their Loras experience.

Loras College students have the right to live and learn in an environment that ensures their intellectual, personal, and spiritual development. These rights are essential and will be protected against suppression. Reasoned dissent plays a vital role in the College, but freedoms cannot be protected or exercised in a college that lacks order and stability. The *Student Handbook*, and the Rights and Responsibilities of students incorporated within it, informs the student body that with rights associated with membership in the Loras community come certain responsibilities. The recognition of both rights and responsibilities is part of the Catholic heritage of the College. As stated in the Pope John Paul XXIII's encyclical *Peace on Earth*, "Those, therefore, who claim their own rights, yet altogether forget or neglect to carry out their respective duties, are people who build with one hand and destroy with the other." The *Student Handbook* in conjunction with the College *Bulletin* articulates the rights and responsibilities that shape the expectations for the normal

activities of the College. It is the intent of the College to ensure that students neither lose their rights nor escape their responsibilities as citizens and members of this academic community.

SPRITUAL LIFE AT LORAS COLLEGE

Spiritual Life at Loras College is rooted in and inspired by Catholic tradition to help all persons realize their spiritual potential. The process of personal transformation is realized as individuals discover their own unfolding life-calling as students, staff, and faculty whose shared horizon is the world in which we live, among whom God has promised to “do even greater works” than have already been achieved. In classrooms and labs, in personal prayer and communal worship, in the celebration of sacraments, in reflection upon Scripture, in service with others, in artistic expression, athletics, retreats, residence life, and in dialogue with varied cultural and religious traditions represented by persons with diverse human qualities and mutual dignity, we discern and express our own distinctive passions and activate our potential. We help each other become better equipped to advance a more just and loving form of community that anticipates the Kingdom of God announced by Jesus Christ in the Gospel.

SPRITUAL LIFE

We serve the entire Loras Community by providing:

- opportunities for participation in liturgy and prayer (Liturgy Committee, liturgical ministries, praise & worship, meditation etc.)
- reception of the sacraments (RCIA, Catholic Confirmation)
- spiritual and leadership development through retreats, spiritual direction, faith-sharing, Bible study, discernment, guest speakers, and peace and justice discussion and action
- service to the local community and the world (service and social justice experience trips)
- Catholic Social Teaching and the social message of the Gospels which challenge us to transform the world (peace and justice community, service and social justice experience trip preparation and reflection, student organizations, etc.)
- interfaith and ecumenical opportunities (worship, discussions, sacred space tours, conferences, and shared service)
- themed-housing community: Fr. Ray Herman Peace & Justice House

SERVICE, JUSTICE AND PEACE OPPORTUNITIES

Taking to heart the statement by Pope Paul VI, “If you want peace, work for justice,” Spiritual Life offers programs on social justice awareness, nonviolence and peace. Service and social justice experience trips to other parts of the nation and volunteer service in Dubuque provide students opportunities to “work for justice.” All student trip participants are introduced to the basic themes of Catholic Social Teaching as part of their trip preparation.

The Father Ray Herman Peace and Justice Center is located in Gallagher Spiritual Life (460 Alumni Campus Center). The goal of the Center is to help and encourage students, faculty and staff at Loras to become more aware, better educated, and actively involved in the social issues of the world. The mission of this endowed Center is to:

- develop and expand awareness of the social justice teachings of the Catholic Church
- call attention to injustice in society and to encourage changing unjust systems in order to develop oppressed people
- seek ways of action to promote peace and justice in our personal lives and on a global scale

Some of the key issues that the Center addresses are racism, poverty, women's and men's issues, war and peace, nuclear armaments, militarism, global economy and fair trade, conscientious objection to war, capital punishment, the farm crisis, the environment, and other life issues. The Center offers a summer Peace Institute for high school-aged students, with current Loras students as counselors. This camp-like Institute works with young adults to promote peace in self, in community, in creation, and in the world using concepts such as interreligious literacy, leadership development and relationship building and repairing through activities and programming.

STUDENT LIFE OFFICE

The Student Life office encourages students to complement their classroom learning by connecting what is learned in class with out-of-class experiences by offering programming, leadership and involvement opportunities. These experiences assist students in developing a sense of belonging, acquiring skills and knowledge, and in developing informed attitudes. Through all-campus programming, leadership development experiences and many co-curricular involvement opportunities, the Student Life office strives to complement students' academic development at Loras College with involvement and learning opportunities outside of the classroom. A complete list of services and opportunities is available from the Student Life office.

COLLEGE ACTIVITIES BOARD

The College Activities Board (CAB) is the primary programming organization on campus. CAB is dedicated to providing students with ample free entertainment options throughout the year. CAB sponsors approximately 60 programs annually, and has sponsored such events as Eli Young Band, Goo Goo Dolls, and Second City Comedy.

STUDENT ORGANIZATIONS

Loras offers approximately 60 different organizations for students to get involved in during their college career. Numerous clubs and student organizations concerned with academic interests, hobbies, sports, career professions and various special interests exist on the Loras campus and are open to any student who is interested. In addition, Loras has a nationally-affiliated social sorority on campus for female students interested in Greek Life. A complete listing of Loras clubs and organizations may be found in the Student Life office.

DINING SERVICES

Students living in traditional residence halls are required to purchase the Student Dining Plan. Students living in alternative housing have the option of signing up for any of the meal plans, including commuter choices, offered. Change, discontinuance or exemption from the meal plan may be made at the time of registration and no later than seven (7) days after the first day of class at the beginning of each semester. To request a change, discontinuance or exemption from the meal plan, the students must complete the appropriate form within the student's Residence account found at <https://loras-residence.symphlicity.com/index.php/pid765166?>

COUNSELING CENTER

The Loras College Counseling Center is staffed by two licensed mental health counselors. We provide services for students who are struggling emotionally to the point where it may interfere with their ability to succeed socially and academically. We work closely with many other campus and community services. If we assess a need for an evaluation by another professional, assistance will be provided in making a referral. The Counseling Center staff members are obligated to follow the state laws of confidentiality and need releases signed by the student to communicate with others. Counseling Services are free to students.

HEALTH CENTER

474 Alumni Campus Center, (563) 588-7142; Fax (563) 588-7659
Monday-Friday 8:00 a.m.-12:00 noon and 1:00-4:00 p.m.

SERVICES

While college students are generally a healthy population, there may be times when illness or injury interferes with campus life. The Loras College Health Center, staffed by professional registered nurses, provides a range of health services to the campus community. The nurses will assess, offer treatment, provide over-the-counter medication and/or a referral to another healthcare provider if needed. We also provide health education, wellness promotion and self-care opportunities. Most services are available at no charge to students registered at Loras College. We work closely with many other campus and community services.

AIR CONDITIONERS

Students requiring an air conditioner must submit an Air Conditioner Request Form that has been completed, signed and stamped by their physician to the Health Center. This documentation must be submitted each academic year. Approval of an air conditioner in the past does not guarantee the continued use of an air conditioner. Due to safety restrictions and electrical load limitations, a limited amount of air conditioners will be approved based on physician documentation of medical necessity.

CONFIDENTIALITY

All patient records maintained by the Health Center are private. Only authorized Health Center personnel may release patient records, and then only with written authorization from the patient. Parents of patients eighteen years and older, parents or spouses of emancipated minors, and other next of kin will not have access to the medical record without the written consent of the patient.

ELEVATOR KEYS

Elevator keys are issued through the Health Center after receiving written documentation from a physician that details the student's need for access to an elevator due to injury or illness.

HEALTH INSURANCE

Health insurance is important. Loras does not currently endorse a specific health insurance plan. Students should be knowledgeable of their health insurance information and Dubuque “in network” providers. Students should submit a copy of their current health coverage to the Health Center where the information will be kept on file. In addition, we encourage students to always carry a copy of their insurance card. If a student becomes ill or injured when the Health Center is closed, contact the Area Coordinator or Resident Advisor for assistance.

All international students are required to have health insurance designated by Loras College unless health insurance is provided by your home embassy. The Loras College Health Center will enroll you into the health insurance plan with the plan fee being placed onto your Loras College student account. It is the student’s responsibility to contact the Loras College Health Center prior to each semester to be enrolled into the health insurance plan designated by the college or to review your proof of insurance provided by your home embassy.

HEALTH REQUIREMENTS FOR STUDENTS

Complete and return the Required Health Information Form including a copy of your insurance card and your vaccine record to the Loras College Health Center via mail, fax or email. Your physician’s office, high school or state health department may have a copy of your vaccine record.

Loras College follows the American College Health Association immunization guidelines. All students, first year, transfer, international, and continuing education/graduate students registered for more than 7 credit hours and born after January 1, 1957 must provide proof of immunity to MMR (Rubeola, Mumps and Rubella). These students must provide an official signed and stamped record showing proof of receiving two MMR immunizations on or after their first birthday and at least 30 days apart OR laboratory evidence of immunity (Rubeola and Rubella titers and Mumps IgG immune status).

The Health Center will assist students needing immunizations or laboratory work. Students will be required to pay for the immunizations or laboratory work. Students needing both MMR immunizations must wait 30 days between shots.

All international students must report to the Loras College Health Center within two weeks of arriving to campus for a baseline TB (tuberculosis) screening. International students are required to have a QuantiFERON Gold or T-SPOT TB Test completed in the United States in the past twelve months. The Health Center staff will assist students to schedule testing. If the TB test is not covered by your insurance, the student will be required to pay for the test at the time of service. If a student previously tested positive for TB or has been treated for active TB disease, the student must attach documentation of the test and treatment with his/her health records. Students with positive tests will be referred to a local healthcare provider.

The above requirements must be met before students will be able to register for classes for the next semester. All documentation must be in English. Please note: Student athletes have additional athletic forms.

Although not required, we highly recommend students be immunized for meningitis. Talk to your physician about the benefits of receiving the vaccination. Information on the disease is available on our website.

MEDICAL WITHDRAWAL

When a student is unable to complete a term due to significant medical/psychological issues a medical withdrawal may be considered. Please see the academic calendar and/or your advisor for important withdrawal dates. The student must contact the Health Center and/or Counseling Center and may be required to submit additional documentation from off-campus healthcare providers. The Health Center and/or Counseling Center will collect and review the information provided and make a recommendation to the Vice President for Student Development/Dean of Students.

If a withdrawal is granted, the student will receive a “W” on their transcript for the entire term. A partial withdrawal will not be granted. Loras College reserves the right to decide if a student will be allowed readmission to the college. If the student is readmitted, Loras College may also establish parameters for the return to campus/classes. Prior to returning to campus/classes, the student must contact the Health Center and/or Counseling Center for an assessment and may be required to submit documentation from their healthcare provider.

MISSED CLASS POLICY

When a student is absent from class due to illness, injury or hospitalization, it is the responsibility of the student to communicate with their professor and to follow the requirements of the professor regarding the coursework missed. Penalties for absenteeism depend upon the policy and discretion of the professor as outlined in the course syllabus.

Written documentation from a physician excusing a student from class due to illness, injury or hospitalization is required if a student misses three or more consecutive days. This documentation can be brought or faxed to the Health Center (fax 563-588-7659). The Health Center will relay this information via email to the Vice President for Student Development/Dean of Students, the student’s professors and coaches. The Health Center will only send an email notification when the student is excused from classes for three or more consecutive days.

Professors wishing to verify other cases of student absence due to illness, injury or hospitalization may call the Health Center at 7142. Dates on which the student received care can be verified if permission has been granted by the student; other health information is confidential. In some cases such as mono, a physician may give a student a class excuse with the instruction to attend classes as tolerated. The student is required to contact the Health Center either by stopping in, phone call or email on the days that they are not able to attend class with a condition report.

TRANSPORTATION TO CLASS OR TO HEALTHCARE FACILITIES

Loras College does not provide transportation to class or to healthcare facilities for medical appointments, therapy, pharmacy, etc. Information including bus schedules, taxi cabs, and maps are available by the ACC mailroom.

OFFICE OF INTERCULTURAL PROGRAMS

The Office of Intercultural Programs is a center of multicultural understanding that weaves the Loras College commitment to diversity into the educational, spiritual, academic, cultural, and social fabric of the campus. The office fulfills this mission through leadership in education that celebrates individual differences of people within the Loras and Dubuque community by providing support for the tapestry of ideas and experience to which each person contributes to its overall environment. The office also assists the College in meeting its multicultural needs by providing diversity workshops and

consultation to campus constituencies. Working with various departments on campus, the director assists in ensuring that the campus is inclusive of all. The office especially encourages students of diverse backgrounds to participate in its support effort, focused on mentoring and leadership development, to strengthen their overall educational experience.

RESIDENCE LIFE

Committed to the education and development of campus community members, Loras provides housing environments that support and challenge students both intellectually and interpersonally. Students learn valuable life lessons and skills, as well as gain values and principles, from their community living experiences. As a Duhawk, you can expect that Residence Life will provide programs and opportunities for you to grow with purpose at each step of your educational journey. The goal of using a growth-centered community model is to help students learn what it means to build successful, safe communities and relationships with others. In the Catholic tradition, the human person is regarded as both sacred and social (US Bishops, Faithful Citizenship). Society is not an extraneous addition, but a requirement for our human nature. It is through dialogue, exchange with others, and mutual service that individuals develop their potential (Catechism of the Catholic Church, 2nd ed.). The College strives to instill the values of accountability to a community and responsibility for self. Our true focus is to help students learn to be successful citizens, so our approach is learning-centered rather than customer-service oriented.

Loras College identifies itself as a residential campus, one where great care and emphasis are placed on the out-of-classroom experience. Based on our residential identity, all first year, sophomore and junior full-time students, who do not reside with parents, legal guardians, a spouse or children in the City of Dubuque or nearby, are required to live in College-owned housing. Students are not permitted to move off campus after they have taken up residency, unless authorized in writing by the Director of Residence Life. Permission is granted only in extraordinary circumstances.

The residence requirement must be satisfied before the beginning of each semester and prior to a date specified by the Dean of Students. Completion of registration for each semester is subject to submission of the appropriate room reservation form, and the registration of nonexempt students will not be completed unless the residence requirement has been satisfied.

Exceptions to the residence requirement are granted in only extreme circumstances, and must be authorized in writing by the Director of Residence Life. Students may request an exemption from the residency requirement for the following reasons:

- Extreme medical circumstances. Exemptions for extreme medical reasons must go above and beyond basic illness and ailments. Supporting documentation, including appropriate documentation from attending physician, should be attached. All information is verified through the Health Center (see previous section).
- Major life change. Exemptions for major life change include serious life changes, such as the addition of a spouse or child, returning from military service, etc. Supporting documentation should be attached.
- Request to return to commuter status. A request to return to commuter status may be honored for students who are choosing to live WITH parents, a legal (court-appointed) guardian, spouse, or child within the City of Dubuque or within a reasonable distance. If approval is granted, student will be eligible for commuter status at the beginning of the following semester, and is only eligible if living with an approved guardian. Students approved to live off campus with parents, a legal

guardian, a spouse, or children, who are found living elsewhere may be billed for on-campus housing costs.

Students who are already residing in college-owned housing that wish to reside off campus should be aware that if their exemption request is granted, they may be subject to a 50% contract buyout charge and/or loss of housing deposit. For more information, please contact the Residence Life Office.

In addition, the registration of students who fail to fulfill the residence requirement without prior written approval from the Director of Residence Life or the registration of nonexempt students who move off campus without prior written approval from the Director of Residence Life will be subject to cancellation or the assessment of the minimum available residence fee.

All first-year students living in the traditional residence halls, including Beckman Hall, Binz Hall, and Rohlman Hall are required to participate in the Student Dining Plan. Students living in Smyth Hall, Byrne Oaks Apartments, Lynch-McCarthy Apartments, The Visitation Complex, and college-owned houses (all of which have kitchens) may choose to participate in the Student Dining Plan, the Duhawk Meal Plan, or may choose to have no meal plan at all.

ON CAMPUS RESERVATIONS

After the student has been accepted, the Admission Office will send link to the College's housing.loras.edu website for an online application and \$100 deposit. The application will be dated from the time the form and room deposit are received online. Room assignments will be made on this basis. New students who wish to cancel their room reservation must notify the Director of Admission in writing by May 1 to receive a refund. All room deposits submitted after May 1 are nonrefundable.

Continuing students reserve rooms for the subsequent academic year in the spring of each year. The \$100 deposit will be held on account in the Business Office as long as the student resides on campus. Continuing students who wish to cancel their room reservation must notify the Residence Life Office in writing by June 1 to receive a refund. Failure to cancel in writing by this date will result in forfeiture of the \$100 deposit. Once a student establishes residence on campus, he or she is bound to the terms of the applicable housing contract or rental agreement. For specific information contract or agreement terms, please refer to your signed copy of the contract or agreement.

The College reserves the right to establish priorities in the assignment of rooms in the residence halls. In case of insufficient campus housing, priority will be given to students required to live on campus.

ON CAMPUS RESIDENTIAL FACILITIES

All students may reside in a traditional residence hall, and traditional residence hall options include: Beckman Hall, Binz Hall, and Rohlman Hall. A limited number of single rooms are available in traditional housing, and all students residing in single rooms are billed at the single room rate. Students with more than 30 credits and a 2.0 or higher GPA may live in Smyth Hall or the Byrne Oaks. Students with more than 50 credits and a 2.0 GPA may live in Lynch-McCarthy Apartment Complexes or several houses owned by the College in addition to the previously mentioned options.

HOUSING FOR MARRIED STUDENTS OR STUDENTS WITH FAMILIES

Loras does not provide facilities for married students or students with families. Married students or students with families attending Loras are responsible for securing their own housing and should notify the Registrar of their address before registering for the semester.

CAMPUS SAFETY

The Campus Safety Office has the responsibility for the custody and protection of buildings, registration of student and faculty motor vehicles, traffic and parking control, fire prevention measures, detection and correction of hazards, key and lock control measures, escort service, and security control for all athletic, academic and social events on campus. Access to Campus Safety services is available 24 hours per day, 7 days per week through the Information Desk, located on the 4th floor of the Alumni Campus Center.

The College's crime statistics and annual fire report, as made available under the Cleary Act, are available at: <http://loras.edu/Campus-Life/Health-and-Safety/Campus-Safety.aspx>. The College assumes no responsibility for loss of student property in any of the College buildings through fire, theft or any other cause.

STUDENT UNION

The leadership of the student body is vested in the Student Union, which is composed of the Student Senate, the Executive Board, and the Judicial Court.

The Student Senate consists of approximately 30 senators elected from among students living off-campus, on-campus, and nontraditional students. This branch of the Student Union essentially creates the legislation of the student government. Each class elects a president, vice president, treasurer and four senators, all of whom act as members of the student senate. Sophomore, junior and senior senators are elected in March/April prior to their year of service, while the first year class officers are elected in October of their year of service.

The Executive Board is made up of the Student Union President, the Student Union Vice-President, the Procedural Chair, the Director of Finance, the Director of Communications, the Campus Activities Board President, and the Residence Hall Association President. The Executive Board essentially assists in the preparation and execution of the Student Union's policies and activities. The officers are elected annually in the spring semester prior to their year of service.

The Judicial Court is made up of the Chairman of the Judiciary along with two members chosen by the Student Senate and four members appointed by the Student Union President. This branch of the Student Union runs and oversees campus elections and removal and recall procedures. The Judicial Court also interprets and upholds the constitution and its by-laws.

The Student Union functions as the voice of the student body, participates in the administration of the College through representation on college committees, and promotes social, cultural, and intellectual activities both on and off campus.

HONOR SOCIETIES

Delta Epsilon Sigma, a national scholastic honor society for students and graduates of Catholic colleges and universities, was founded in Washington, D.C., April 13, 1939, and organized in Kansas City, Mo., March 29, 1940, under the leadership of the Most Rev. Edward A. Fitzgerald, then academic dean at Loras College. The ALPHA chapter was granted to Loras College. Juniors and seniors are eligible

for membership. Election to membership is based on character, academic accomplishment, degree of involvement in intellectual activities, and promise of future leadership within the candidate's chosen field.

The Guild of Saint Genesis, an honorary dramatic society that carries on a tradition started in 1971. Membership is open to Loras Players who demonstrate dedication, achievement, and contribution to the Loras College theatre.

Pi Sigma Alpha, the national political science honor society, was founded in 1920. Today there are over 650 chapters aimed at exposing members and the public to the study of government and issues of public concern. Loras is home to the Alpha Upsilon Chapter (founded in 2003). Membership is open to juniors and seniors with significant credit hours and academic achievement in politics courses.

Psi Chi, the only psychological honor society, was established in 1929. Loras College joined this organization in 1994 as the 830th chapter. Students who are majoring in psychology and rank in the upper 35th percent of their class are among those eligible for membership.

Sigma Tau Delta, International English Society. Its purpose is to brevet distinction upon graduates, undergraduates, and scholars, in academia as well as upon professional writers, who have recognized accomplishments in linguistic or literary realms of the English language.

INTERCOLLEGIATE ATHLETICS

Loras College intercollegiate athletic program is a participating member of the Iowa Intercollegiate Athletic Conference and the NCAA Division III. Members of the Iowa Conference include Buena Vista, Central, Coe, University of Dubuque, Loras, Luther, Simpson, Upper Iowa and Wartburg. The Iowa Conference sponsors 19 conference championships for men and women. Loras College sponsors 22 intercollegiate sports for men and women.

Loras College places the highest priority on the overall quality of the educational experience for the student-athlete. In so doing, Loras seeks to strengthen the integration of objectives in programs in athletics with academic objectives and to assure the integration of athletes with other students. Transfers from four-year institutions and junior college transfers are eligible to compete once they have fulfilled the transfer requirements, as stipulated by the NCAA and Loras College.

INTRAMURALS

Loras College is dedicated to the total development of the student. The intramural department strives to develop the student through a variety of recreational activities where participation is more important than winning. Loras provides a highly organized and thoroughly developed supervised intramural program known as the "80/80 program." About 80% of the student body participates in one or more of the over 80 activities. The level of playing ability is unimportant compared to the exercise and social benefits. Intramurals complements the student's development in Christian character, leadership and service.

MUSICAL ORGANIZATIONS

The **Loras College Concert Choir**, a mixed voice ensemble, rehearses twice per week and is offered for one hour of college credit. While membership is open to all students regardless of their major area

of study, an audition is required for admission into the ensemble. The Concert Choir's repertoire is a diverse blend of sacred and secular music, ranging from the 15th to the 20th century. An active schedule of on and off campus performances and tours are maintained.

The **Loras College Chamber Singers** is a highly selected mixed group of singers which rehearses twice per week and is offered for one credit hour. The ensemble of 16–20 singers performs vocal chamber music representative of history of choral music. An active schedule of on and off campus performances and tours are maintained.

Bella Voce is our women's choir on the Loras College campus. Women of all levels are welcome to sing in Bella Voce. The ensemble's repertoire is a diverse blend of sacred and secular music, ranging from the 15th to the 20th century. An active schedule of on and off campus performances and tours are maintained. **Con Brio** is our men's choir on the Loras College campus. All men are welcome. Con Brio's repertoire is a diverse blend of sacred and secular music, ranging from the 15th to the 20th century. An active schedule of on and off campus performances and tours are maintained.

The **Loras College Wind Ensemble**, open to all students, is the major instrumental group at Loras. It specializes in only the finest repertoire, from all style periods. The Wind and Jazz Ensembles present several formal and informal yearly concerts, as well as an annual spring tour. From the members of the Wind Ensemble are formed various groups which comprise the Loras College Chamber Winds, ensembles which explore more intimate components of the wind repertoire.

PUBLICATIONS

The Limestone Review is the annual publication of Loras students' literary and scholarly writing. Students may serve on the selection committee. Best work in each genre is submitted to the Delta Epsilon Sigma national writing competition.

The Loras English program publishes a national undergraduate literary magazine, ***Catfish Creek***. Loras students serve as editors, sending out a national call for submissions, selecting and editing submissions, and preparing the magazine for publication.

The Lorian, the campus newspaper, is published weekly during the fall and spring semesters. *The Lorian* is published by a student editorial staff under professional supervision. The goal of *The Lorian* is to report news and information about the Loras College community and developments related to the College.

BROADCASTING

LCTV – Loras College Television is the campus television station available on channel 13. Our motto is *For Students, By Students*. Every week we produce news, sports, live game coverage, talk shows, and a variety of creative entertainment shows that reach both campus and the greater Dubuque area. If you have an interest in television production, filmmaking, or creative enterprise, LCTV is the right place for you. LCTV is open to all students regardless of major or year in school. Students interested in joining should email craig.schaefer@loras.edu.

KLCR is Loras College's student-operated radio station. KLCR is open to all students regardless of major or year in school.

Both KLCR and LCTV are located in Hoffmann Hall.

BARNES AND NOBLE BOOKSTORE

Textbooks, supplies, apparel, emblematic gifts, movies, trade books, Nook products, and backpacks may be purchased in the bookstore. Textbooks and supplies may be charged to student account by presenting Loras student ID card. American Express, Discover Card, MasterCard and VISA are also accepted.

Students have many textbook options: new, used, rental, or digital. Students can reserve their textbooks by going to loras.bncollege.com and choosing the textbook tab. Next, they would insert their schedule and choose the textbook option that best fits their need.

The bookstore is located on the second level of the Academic Resource Center.

LEADERSHIP ADMINISTRATION FACULTY AND STAFF

BOARD OF REGENTS

Chancellor	Most Rev. Michael O. Jackels Archbishop of Dubuque Dubuque, IA
Vice Chancellor	Rev. Msgr. James Barta, Ph.D. ('52) Dubuque, IA
Chairperson	Anthony Reardon ('72) Ducommun Inc. Carson, CA
Co-Vice Chairperson	Joseph Schiesl ('76) Triple Tree LLC Minneapolis, MN
Co-Vice Chairperson	Mary Meehan Seton Hall University South Orange, NJ
Secretary	Rich Clayton ('87) Oracle Corporation Redwood Shores, CA

J. Paul Breitbach ('60)

Winston-Salem, NC

Gregory Burbach

Honkamp Krueger & Co., PC, Dubuque, Iowa

Troy L. Cicero ('84)

MulticultuReal Communications, New Lenox, IL

James E. Collins ('84)

Loras College, Dubuque, IA

Mark Cloghessy ('80)

Western Springs, IL

Rev. Msgr. John Enzler ('69)

Catholic Charities, DC, Washington, DC

William C. Glynn ('68)

Intermountain Industries, Inc., Boise, ID

Greg Gumbel ('67)

M3G Incorporated, Ft. Lauderdale, FL

Dr. David Meyers ('72)

Chesterfield, MO

Mark Molo ('85)

Molo Companies, Dubuque, IA

Eugene (Gene) Murphy ('84)

Murphy & Hourihane LLC, Chicago, IL

Siobhan O'Connor Hartsell ('84)

Northwestern Medicine Chicago Proton Cancer Center, Warrenville, IL

Michael D. Rice, II

JLT Specialty, Denver, CO

Richard Scalise ('76)

Naperville, IL

John K. Schmidt

AY McDonald Industries, Dubuque, IA

Thomas Shey ('88)

Shey Systems, Hiawatha, Iowa

Theresa (Obermann) Hoffman ('81)

Beecher, Field, Walker, Morris, Hoffman & Johnson,
Waterloo, IA

Dennis Houlihan ('72)

Wells Fargo Advisors, Dubuque, IA

Richard J. Kenney ('63)

Wisconsin Rapids, WI

Sha-Chelle (Devlin) Manning ('90)

McKinney, TX

Thomas E. McCarty ('63)

Burr Ridge, IL

Dr. Steven Sloan ('78)

Vision Health Center, PC, Dubuque, IA

David W. Spahn ('71)

Dubuque Stamping & Manufacturing, Dubuque, IA

Tim Suther

JP Morgan Chase, New York, NY

Thomas Tauke ('72)

Alexandria, VA

Donald Ulrich ('58)

RSI Enterprises, Inc., Glendale, AZ

Michael Valder ('62)

Phoenix, AZ

REGENTS EMERITI

Rev. Msgr. James Barta, Ph.D. ('52)

James W. Bear ('67)

Paul Breitbach ('60)

Thomas J. Cashman ('60)

J. Michael Colloton ('63)

John W. Colloton ('53)

Jack B. Crahan +

James M. Davis ('67)

Donald P. Dupont ('51)

The Rev. Msgr. Francis P. Friedl, Ph.D. ('39)

Paul Frommelt ('56) +

John C. Gavin ('65)

The Rev. Patrick G. Geary ('51) +

Bernard T. Gillis, Ph.D. ('52)

Thomas P. Giovingo ('78)

Ramon J. Green ('51)

The Most Rev. Jerome Hanus, O.S.B

Mary E. Hendry

Sister Helen Huewe, O.S.F.

Kathy (Stuermer) Jirak ('81)

Joan Healy Joyce

John R. Kromer ('67)

The Most Rev. Daniel W. Kucera, O.S.B. +

Jeffrey R. Ladd ('63)

Allan J. Ludwig ('60)

Carol Ludwig

William T. Lynch ('64)

Kevin Malone ('69)

Mark McCarville ('68)

John J. Mulherin ('73)

James P. Murphy ('67)

Sister Colman O'Connell, O.S.B.

Luanus Ott

Dr. Fred Pilcher ('69)

Michael D. Rice ('64)

Albert Ruffalo ('69)

John V. Saeman ('58)

The Rev. John Schlegel ('66) +

Nicholas J. Schrup, III ('77)

Michael J. Starshak ('63)

Andrew P. Studdert

Richard T. Sulentic ('52)

Thomas J. Tauke ('72)

Jim Theisen ('56)

Thomas J. Tropp ('69)

James J. Virtel ('66)

David J. Vogel ('65)

David J. Walsh ('71)

David J. Wertzberger ('65)

Sister Margaret Wick, O.S.F.

Barbara Sullivan Woodward, Ph.D. ('72)

+ deceased

LORAS COLLEGE ADMINISTRATION

JACKELS, The Most Rev. Michael O., 2013- B.A., St. Pius X Seminary in Erlanger, Kentucky, 1977 M.A., Mt. St. Mary's Seminary in Emmitsburg, Maryland, 1981 S.T.D., Pontifical University of St. Thomas in Rome, Italy, 1989	Chancellor
COLLINS, James E., 2004- B.A., Loras College, 1984 M.A. University of Iowa, 2004	President
CARROLL, Mary Ellen, 2004- B.A., The University of Chicago, 1987 M.Ed., Harvard Graduate School of Education, 1991 Ph.D., The University of Chicago, 1999	Senior Vice President Dean of Experiential Learning
DOYLE, Michael (Mike) H., 2007- B.A., Loras College, 1991 J.D., Marquette University, 1994	Vice President for Advancement Treasurer
HEALD, Donna N., 2017- B.S., University of Scranton, 1985 M.S., Rensselaer Polytechnic Institute, 1988 Ph.D., Rensselaer Polytechnic Institute, 1991	Vice President for Academic Affairs & Academic Dean
JOENSEN, Rev. William M., 2001- B.S., Iowa State University, 1982 M.A., Pontifical College Josephinum, 1989 M.Div., Pontifical College Josephinum, 1989 Ph.D., The Catholic University of America, 1997 Ph.D., The Catholic University of America, 2002	Associate Professor of Philosophy Dean, Campus Spiritual Life
SUNLEAF, Arthur W, 2000- B.A., Wartburg College, 1989 M.A., Michigan State University, 1994 Ed.D., Edgewood College, 2013	Vice President for Student Development and Dean of Students

ACADEMIC AFFAIRS

ADAMS, Robert M., 2000- B.Mus., Central Michigan University, 1974 M.Mus., University of North Texas, 1981 M.A., Clarke College, 1984	Professor of Instructional Design and Technology Director, Center for Learning & Teaching
FRIEND, Michael P., 2017- B.A., Loras College, 1991	Registrar
GLOVER, Sara A., 2006- A.A., American River College, 1996 B.S., California State University-Sacramento, 2000 M.S., California State University-Sacramento, 2003 Ph.D., University of Virginia, 2006	Associate Dean of Instruction & Assessment
LORENZ, Amy G., 1991- B.A., University of Missouri – St. Louis, 1981 M.A., Marquette University, 1984 M.A., Loras College, 2011 Ph.D., University of Chicago, 1991	Director of Graduate Programs Professor of Modern Languages and Culture
MORALES, Abigail A., 2018- B.A., University of Northern Iowa, 2011 M.A., St. Catherine University – St. Paul, 2016	Assistant Registrar
PADILLA, James, 2018- B.A., Northern Illinois University, 1992 J.D., Southern Illinois University at Carbondale, 1996 Executive Certificate, Loyola University at Chicago, 2002	Dean, Francis J. Noonan School of Business
STRAN, Scott M., 2016- B.A., Loras College, 1999	Associate Registrar

ACADEMIC RESOURCE CENTER

GIBSON, Michael D., 1983- B.A., Idaho State University, 1970 M.A., Loras College, 1991	College Archivist Director of Center for Dubuque History
MELDREM, Joyce A., 2004- B.S., Iowa State University, 1978 M.A., University of Iowa, 1985 M.B.A., Northwest Missouri State University, 1997	Director of the Academic Resource Center Associate Professor
PETTITT, Heidi R., 2008- A.A.S., State University of New York at Cobleskill, 2000 B.S., Morrisville State University, 2004 M.L.I.S., Syracuse University, 2008	Special Collections and Technical Services Librarian Instructor
SMITH, Kristen (Kris) L., 1984- B.A., Illinois Wesleyan University, 1983 M.S., University of Illinois, 1984	E-Resources and Research Services Librarian Associate Professor

CENTER FOR EXPERIENTIAL LEARNING

BAKER, Maggie, 2006- B.S., University of Arizona, 1993 M.A., Universiteit van Amsterdam – The Netherlands, 1997	Service Learning Coordinator
WEBER, Jennifer L., 2016- B.S., University of Wisconsin – Platteville, 1997 M.S., University of Wisconsin – Platteville, 2002	Academic Internship Coordinator
ROBERTS, Jeffrey D., 2010- B.S., Ursinus College, 1977 M.Ed., University of Missouri – Columbia, 1980	Career Services Coordinator
BEHRENS, Abigail (Abbie) L., 2011- B.A., University of Wisconsin – Platteville, 2008 M.Ed., Marquette University, 2011	Study Abroad Program Coordinator

HEADWATERS ACADEMIC SUPPORT CENTER

CLARK, Naomi K., 2014- B.A., Southwestern Oklahoma State University, 2005 M.A., University of Missouri, 2010 Ph.D., University of Missouri, 2014	Assistant Professor of English Director of Writing Center
CUROE, Sister Bernadine, 1978- B.A., Clarke College, 1958 M.A., Loras College, 1969 National Certified Counselor, 1984 State of Iowa Licensed Mental Health Counselor	Counselor
GALLAGHER, Lynn L., 2011- B.S., Mundelein College of Loyola University, 1979 M.S. Ed., University of Wisconsin – Platteville, 2004 Ed.D., National-Louis University, 2008	Director, Disability Services
MULLIGAN, Daniel (Dan) J., 2016- B.A., University of Northern Iowa, 1992 M.A., University of Saint Mary, 2006	Academic Success and Retention Coordinator
WEBER, Kathleen (Kathy) A., 2016- B.A., St. Norbert College, 1987 M.A., Ball State University, 1990	Disability Services Associate
WOLFF, Miriam (Mir) E., 2010- B.A., University of Iowa, 1985 M.A., The Johns Hopkins University, 1997 Ph.D., Northern Illinois University, 2015	Disability Services Associate

PROFESSORS EMERITI

Allen, Paul	2006	Miller, Frank	1994
Bamrick, John F.	1992	Morton, Rodger (Fred)	2010
Barta, Rev. Msgr. James	1995	Mosiman, Steven E.	2010
Bauerly, Donna	2007	Noonan, Gerard B.	1995
Beck, Rev. Robert R.	2010	O'Connor, Dennis A.	2016
Carroll, Roy W.	2015	Pauly, Deborah M.	2012
Dansart, Bernard R.	2000	Pommerich, Robert G.	1999
Dunn, Robert J.	2015	Reuland, Robert J.	2000
Eagleson, Gerald W.	2008	Rudin, Barry	2000
Flanagan, Patrick	2007	Schaefer, Joseph A.	2000
Friedl, Rev. Msgr. Francis P.	1989	Schramm, Alphonse A.	1981
Goodman, Thomas	1995	Skurnowicz, Joan S.	2000
Idziak, Janine	2017	Smith, Cynthia	2018
Jewell-Vitale, Thomas A.	2013	Speckhard, David	2018
Kapler, Joseph E.	1989	Sturm, Karen	2018
Kopp, Jay	2002	Sula, Laddie J.	2012
Kraus, Kenneth W.	2000	Tucker, Robert	2007
Lang, Rev. Charles	2003	Upstrom, John P.	2014
Litka, Brenda G. Tuomi	2015	Willis, Daniel G.	2016
Mack, Teresa J.	2002	Wittine, Alfred J.	2003
Marxen, Donald J.	2007	Zettel, Larry	2006
Maslowsky, Edward	2017		

FACULTY

- ACHARYA, Shikhar P., 2017-
B.E., Kathmandu University, 2004
M.B.A., Ace Institute of Management, 2007
Ph.D., Missouri University of Science & Technology, 2015
Assistant Professor of Business Analytics
- ANDERSON, Richard (Rick) H., 1995-
B.A., Luther College, 1989
M.S., Mankato State University, 1991
Ph.D., University of Nebraska – Lincoln, 1995
Professor of Sociology
Chair, Division of Philosophical, Religious,
Theological, Social & Cultural Studies
- ANDERSON-BRICKER, Kristin M., 1997-
B.A., Aquinas College, 1990
M.A., Syracuse University, 1992
Ph.D., Syracuse University, 1997
Associate Professor of History
- AUGE, Andrew J., 1987-
B.S., Loras College, 1978
M.A., University of Iowa, 1981
Ph.D., Marquette University, 1987
Professor of English
- BECHEN, Michelle L., 2001-
B.A., Clarke College, 1996
M.S.W., The University of Iowa, 1998
L.M.S.W., State of Iowa, 1998
Associate Professor of Social Work
- BELL, Valerie R., 2010-
B.S., Boise State University, 2003
M.A., Boise State University, 2005
Ph.D., University of Cincinnati, 2012
Associate Professor of Criminal Justice
- BIECHLER, Elaina S., 2014-
B.A., Coe College, 2008
M.A., Springfield College, 2010
Ph.D., Springfield College, 2013
Associate Professor of Kinesiology
- BOLTON, Joshua P., 2017-
B.A., University of Wisconsin-Madison, 2006
M.S., University of Wisconsin – Whitewater, 2012
Ph.D., University of Missouri – Columbia, 2018
Assistant Professor of Public Relations
- BUDZISZ, Christopher B., 2000-
B.S., Radford University, 1993
M.A., Southern Illinois University, 1996
Ph.D., Southern Illinois University, 2000
Associate Professor of Politics

CARSTENS, Thomas A., 2015- B.S., University of Wisconsin – Madison, 2004 M.S., University of Wisconsin – Madison, 2007 Ph.D., University of Wisconsin – Madison, 2013	Assistant Professor of Engineering
CASSELLA, Sarah N., 2017- B.A., Oberlin College, 2009 Ph.D., University of Cincinnati, 2015	Visiting Assistant Professor of Neuroscience
CAVANAGH, Bradley (Brad) M., 2010- B.A., University of Iowa, 2000 M.S.W., Saint Louis University, 2003 L.I.S.W., State of Iowa, 2005	Associate Professor of Social Work
CAWLEY, Jeremiah, 2018- B.M.E., University of Wisconsin—Madison, 2004 M.M., University of Washington, Seattle, 2011 D.M.A., University of Washington, Seattle, 2016	Assistant Professor of Music Director of Choral/Vocal Activities
CIAPALO, Roman T., 1982- B.A., Loyola University – Chicago, 1972 M.A., Loyola University – Chicago, 1978 Ph.D., Loyola University – Chicago, 1987	Professor of Philosophy
CLARK, Naomi K., 2014- B.A., Southwestern Oklahoma State University, 2005 M.A., University of Missouri, 2010 Ph.D., University of Missouri, 2014	Assistant Professor of English Director of Writing Center
COCHRAN, David C., 1996- B.A., Drew University, 1991 M.A., University of Maryland, 1994 Ph.D., University of Maryland, 1996	Associate Professor of Politics Director, Archbishop Kucera Center Co-Director, Peace and Justice Minor
COOPER, Kate M., 2008- B.A., Luther College, 2002 Ph.D., University of Wisconsin – Madison, 2008	Associate Professor of Biology Chair, Division of Molecular, Life and Health Sciences
CROOK, Susan B., 2012- B.A., University of South Carolina, 2007 B.S., University of South Carolina, 2007 M.S., North Carolina State University, 2009 Ph.D., North Carolina State University, 2013	Assistant Professor of Mathematics
DARR, Benjamin J., 2012- B.A., Northwestern College, 2003 Ph.D., University of Iowa, 2011	Associate Professor of Politics Director, Democracy & Global Diversity

DAVIS, Thomas A., 1989- B.S., University of Wisconsin – Stevens Point, 1979 M.S., Iowa State University, 1983 Ph.D., Iowa State University, 1987	Professor of Biology
DECKER, Leonard R., 1976-77, 1985- B.A., Loras College, 1974 M.A., University of Nebraska – Omaha, 1976 Ph.D., South Dakota State University, 1980	Professor of Criminal Justice Chair, Division of Teacher Education & Behavioral Sciences
DECKER, Ryan M., 2018- B.A., University of Northern Iowa, 2012 M.F.A., University of New Orleans, 2018	Assistant Professor Director of Theatre
DI FILIPPO, Emily J., 2018- B.A., Washington University – St. Louis, 2003 M.A., Washington University – St. Louis, 2005 M.F.A., University of Notre Dame, 2010 Ph.D., University of Illinois at Urbana-Champaign, 2018	Assistant Professor of Spanish
EBY, John C., 1998- B.A., Westmont College, 1988 M.A., University of Washington, 1992 Ph.D., University of Washington, 1998	Associate Professor of History
EDWARDS, Christina M., 2014- B.S., University of Iowa, 2008 Ph.D., University of Kansas, 2014	Assistant Professor of Chemistry
ELLER, Eric P., 2014- B.S., Southwest Missouri State University, 1989 M.A., University of Missouri, 1991 M.A., University of Virginia, 1993 Ph.D. University of Virginia, 1998	Associate Professor of Finance
FABRICIUS, Rebecca A., 2006- B.A., University of Northern Iowa, 1995 M.A., University of Nebraska – Omaha, 2001	Director, Clinical Education
FARREN-ELLER, Katrina, 2018- B.A., Michigan Technological University, 2002 M.A., Michigan Technological University, 2004 Ph.D., Michigan Technological University, 2010	Assistant Professor of Public Relations
FETT, Nancy Zachar, 1995- B.A., Loras College, 1990 M.S.W., University of Illinois – Chicago, 1993 L.M.S.W., State of Iowa, 1997	Associate Professor of Social Work

FIGGINS, Molly M., 2015- B.S., Clarke College, 2004 M.S., University of Northern Iowa, 2006	Assistant Professor of Athletic Training
GAMBRALL, Bernard (Doug) D., 2011- B.B.A., University of Notre Dame, 1979 M.B.A., University of Evansville, 1985 Ed.D., Spalding University, 2005	Associate Professor of Business Administration
GAROUTTE, Lisa L., 2007- B.A., Hood College, 1999 M.A., The George Washington University, 2001 Ph.D., The Ohio State University, 2007	Associate Professor of Sociology
GARRETT, Matthew J., 2005- B.A., Millikin University, 1992 M.S., Illinois State University, 1995 Ph.D., Saint Louis University, 2004	Professor of Sport Management Coordinator, Sport Management Program Chairperson of the Faculty
GRAHAM, Gerald (Hugh), Jr., 1988- B.B.A., Wichita State, 1984 M.B.A., Wichita State, 1987	Associate Professor of Business Administration
GRINDE, Lisa R., 2001- B.A., Northern Michigan University, 1994 M.S., Virginia Commonwealth University, 1997 Ph.D., Virginia Commonwealth University, 1999	Associate Professor of Psychology
HEIDENREICH, Jacob R., 2006- B.A., Northern Illinois University, 1996 B.S., Northern Illinois University, 1996 M.S., University of Notre Dame, 1999 Ph.D., University of Notre Dame, 2005	Associate Professor of Mathematics
HEIDENREICH, Karen S., 2016- B.A., University of Northern Iowa, 1995 M.S., University of Notre Dame, 1997 Ph.D., University of Notre Dame, 2000	Instructor of Mathematics
HERBST, Aaron M., 2017- B.S., Clarke College, 2007 M.S., University of Iowa, 2012	Assistant Professor of Athletic Training
HITCHCOCK, William J., 1989- B.B.A., University of Wisconsin – Whitewater, 1984 M.B.A., University of Wisconsin – Madison, 1988	Professor of Computing & Information Technology

JABLONSKY, William J., 2008- A.A., Sauk Valley Community College, 1993 B.A., Northern Illinois University – DeKalb, 1995 M.A., Northern Illinois University – DeKalb, 1997 M.F.A., Bowling Green State University, 1999	Associate Professor of English
JOENSEN, Rev. William M., 2001- B.S., Iowa State University, 1982 M.A., Pontifical College Josephinum, 1989 M.Div., Pontifical College Josephinum, 1989 Ph.L., The Catholic University of America, 1997 Ph.D., The Catholic University of America, 2002	Associate Professor of Philosophy Dean, Campus Spiritual Life
JOHNSON, Mary M., 1986- B.A., Edgewood College, 1968 M.A., Loras College, 1981 Ph.D., University of Iowa, 1986 Licensed Psychologist, Iowa, 1988	Professor of Psychology Director, Counseling Program
KALLBACK, Brian J., 2017- B.A., Loras College, 2002 M.A., Loras College, 2004	Instructor of Finance
KANYUSIK, William B., 2015- B.A., University of Wisconsin – Milwaukee, 2001 M.A., University of Minnesota, 2006 Ph.D., University of Minnesota, 2013	Assistant Professor of English
KEHREN, Mark E., 2006- B.A., Miami University, 1997 M.A., State University of New York – Stony Brook, 2000 Ph.D., University of Maryland, 2006	Associate Professor of History
KELLER, Robert S., 1999- B.A., St. Olaf College, 1993 Ph.D., University of North Carolina – Chapel Hill, 1999	Professor of Mathematics Chair, Division of Mathematics, Engineering and Computer Science
KOCH, Kevin J., 1983- B.A., Loras College, 1981 M.A., University of Iowa, 1983 Ph.D., University of Iowa, 1992	Professor of English Chair, Division of Language and Literature
KOHL, Paul R., 1995- B.A., University of California – Los Angeles, 1981 M.S., University of Utah, 1988 Ph.D., University of Utah, 1993	Professor of Communication Arts

<p>KOHLHAAS, Angela L., 2010- B.A., Wartburg College, 2005 M.S., University of Notre Dame, 2007 Ph.D., University of Notre Dame, 2010</p>	<p>Associate Professor of Mathematics</p>
<p>KOHLHAAS, Jacob M., 2014- B.A., Wartburg College, 2004 M.A., Catholic Theological Union, 2009 Ph.D., Duquesne University, 2015</p>	<p>Assistant Professor of Moral Theology</p>
<p>KURCZEK, Jake C., 2016- B.A., St. Olaf College, 2009 Ph.D., University of Iowa, 2014</p>	<p>Assistant Professor of Psychology and Neuroscience</p>
<p>LAMMER, Luke J., 2011- B.A., Clarke College, 2006 M.A., University of Iowa, 2007 C.P.A., C.M.A., C.I.A.</p>	<p>Associate Professor of Accounting</p>
<p>LAMMER-HEINDEL, Christoffer S., 2012- B.A., University of Dubuque, 2005 M.A., University of Iowa, 2009 Ph.D., University of Iowa, 2012</p>	<p>Associate Professor of Philosophy</p>
<p>LEHMAN, Dale E., 2014- B.A., State University of New York – Stony Brook, 1972 M.A., University of Rochester, 1975 Ph.D., University of Rochester, 1981</p>	<p>Professor of Business Administration Director of Center for Business Analytics</p>
<p>LORENZ, Amy G., 1991- B.A., University of Missouri – St. Louis, 1981 M.A., Marquette University, 1984 M.A., Loras College, 2011 Ph.D., University of Chicago, 1991</p>	<p>Director of Graduate Programs Professor of Modern Languages and Culture</p>
<p>MARX SCHEUERELL, Anne C., 2011- B.S., University of Arkansas, 1997 M.S., Arizona State University, 2003 Ed.D., University of Arkansas, 2006</p>	<p>Associate Professor of Sport Management</p>
<p>MARZOFKA, Patrick W., 1987- B.B.A., University of Wisconsin – Eau Claire, 1981 M.B.A., University of Wisconsin – Madison, 1982</p>	<p>Associate Professor of Business Administration</p>
<p>MASKAY, Biniv K., 2012- B.S., Illinois Wesleyan University, 2007 M.S., University of Kentucky, 2009 Ph.D., University of Kentucky, 2012</p>	<p>Associate Professor of Economics</p>

MCCARTHY-GILMORE, Kate A., 2009- B.A., Western Michigan University, 2001 M.A., Western Michigan University, 2003 Ph.D., Washington University in Saint Louis, 2009	Associate Professor of Spanish Director, MOI
MCGOVERN, Erin A., 2018- B.A., Loras College, 2004 M.B.A., St. Ambrose University, 2005 C.P.A.	Assistant Professor of Accounting
MCLAUGHLIN, Kenneth W., 1998- B.S., University of Arkansas, 1979 M.S., Texas A & M University, 1983 Ph.D., University of Nebraska - Lincoln, 1995	Professor of Physics and Engineering Director, Heitkamp Planetarium
MERKEL, Deone C., 2015- B.A., University of North Dakota, 1994 B.S., Moorhead State University, 1996 J.D., William Mitchell College of Law, 2004	Instructor of Communication Arts
MONHARDT, Rebecca M., 2009- B.S., University of Houston, 1980 M.Ed., Texas A&M University, 1983 Ph.D., University of Iowa, 1996	Associate Professor of Education
MOSER, Adam T., 2012 B.A., Wabash College, 2003 Ph.D., University of Minnesota, 2009	Associate Professor of Chemistry
MYERS, Seth D., 2009- B.A., Muhlenberg College, 1999 M.F.A., San Francisco Art Institute, 2003	Associate Professor of Communication Arts
NEEBEL, Danial J., 1998- B.S., Iowa State University, 1983 M.S.E.E., University of Wisconsin – Madison, 1990 Ph.D., University of Wisconsin – Madison, 1994	Professor of Engineering and Computer Science
OMARZU, Julia S., 2002- B.S., San Diego State University, 1983 M.A., California State University – Fresno, 1995 Ph.D., The University of Iowa, 1999	Associate Professor of Psychology
OOSTENDORP, David J., 1987- B.S., University of Missouri – Rolla, 1981 Ph.D., University of Missouri – Rolla, 1990	Professor of Chemistry

<p>OSHEIM, Amanda C., 2010- B.A., University of St. Thomas, 1998 M.A., University of St. Thomas, St. Paul Seminary School of Divinity, 2005 Ph.D., Boston College, 2010</p>	<p>Associate Professor of Practical Theology Endowed Professorship, Catholic Thinkers & Leaders Program</p>
<p>PADILLA, James, 2018- B.A., Northern Illinois University, 1992 J.D., Southern Illinois University at Carbondale, 1996 Executive Certificate, Loyola University at Chicago, 2002</p>	<p>Dean, Francis J. Noonan School of Business Chair, Division of Business & Economics</p>
<p>PAINE, David R., 2018- B.A., Harvard University, 2008 M.A., William James College, 2011 Ph.D., Boston University School of Education, 2017</p>	<p>Assistant Professor of Psychology</p>
<p>PARKS, Kathrin (Kate) A., 2007- B.A., Loras College, 1998 M.S., Texas A&M University, 2003 Ph.D., Texas A&M University, 2007</p>	<p>Associate Professor of Sociology</p>
<p>PITT, David A., 2007- B.A., St. Jerome's University, 1997 M.A., St. John's University, 1998 Ph.D., University of Notre Dame, 2007</p>	<p>Associate Professor of Theology Sacramental/Liturgical Theologian</p>
<p>POHLAND, Glenn E., 2009- B.A., St. Olaf College, 1983 M.M.Ed., University of Minnesota, 1989 D.M.A., Arizona State University, 1995</p>	<p>Associate Professor of Music</p>
<p>POLLOCK, Philip (James), 2002- B.A., York University, 1991 M.A., University of Houston, 1994 Ph.D., University of Houston, 2001</p>	<p>Associate Professor of English</p>
<p>RISSLER, Matthew L., 2008- B.A., Goshen College, 2003 M.S., University of Notre Dame, 2005 Ph.D., University of Notre Dame, 2008</p>	<p>Associate Professor of Mathematics</p>
<p>SALYER, David M., 1999- B.A., Mount Mercy College, 1981 M.A., Northeast Missouri State University, 1987 Ph.D., University of Iowa, 1991</p>	<p>Associate Professor of Education</p>

SCHAEFER, Craig W., 1993- B.A., Loras College, 1989 M.A., Southern Illinois University – Carbondale, 1993	Professor of Communication Arts Director of TV Studio Chair, Division of Communication and Fine Arts
SCHEUERELL, Scott K., 2005- B.A., Loras College, 1995 M.A., University of Kansas, 1999 Ph.D., University of Missouri, 2006	Professor of Education
SCHILDER, Steffanie J., 2015- B.S., University of Wisconsin – Madison, 2004 M.S., University of Wisconsin – Milwaukee, 2006 Ph.D., University of Wisconsin – Milwaukee, 2011	Associate Professor of Psychology
SCHLEICHER, Debra J., 2000- B.A., Loras College, 1984 M.Acc., Southern Illinois University, 1987 J.D., Southern Illinois University, 1987 L.L.M., DePaul University, 1992 C.P.A., C.M.A., C.F.M.	Associate Professor of Business Administration
SCHNEE, Fred B., 1990- B.S., Brooklyn College, 1976 M.A., Brooklyn College, 1978 Ph.D., University of Oklahoma, 1983	Associate Professor of Biology
SHEALER, David A., 1998- B.A., Colgate University, 1988 M.S., Rutgers University, 1992 Ph.D., Rutgers University, 1995	Professor of Biology
SINHA, Aditi, 2001- B.S., Osmania University – India, 1988 M.S., Pondicherry University – India, 1990 Ph.D., University of Massachusetts, 2000	Associate Professor of Biology
SMITH, Jennifer J., 2009- B.S., Illinois State University, 1995 M.S., Illinois State University, 1997 Ph.D., Northern Illinois University, 2008	Associate Professor of Economics
STONE, Susan M., 2001- B.A., Emory University, 1991 M.A., University of South Carolina, 1997 Ph.D., University of South Carolina, 2001	Associate Professor of English

SULLIVAN, Margaret M., 1998- B.A., Eastern Illinois University, 1992 M.A., Eastern Illinois University, 1993 Ph.D., Southern Illinois University, 1999	Associate Professor of Communication Arts and Fine Arts
THOMPSON, Kristen A. Stauffer, 2010- B.S., Michigan Technological University, 1996 Ph.D., University of Wisconsin – Madison, 2008	Associate Professor of Engineering
THOMPSON, Michael E., 2007- B.A., Central College, 1998 M.S., University of Wisconsin – Madison, 2003 Ph.D., University of Wisconsin – Madison, 2007	Associate Professor of Computer Science
THRAEN-BOROWSKI, Keith M., 2016- B.S., Illinois State University, 2001 M.S., University of Wisconsin – Madison, 2011 Ph.D., University of Wisconsin – Madison, 2015	Assistant Professor of Kinesiology
TRINGALE, Allison M., 2018- B.A., Clarke University, 2014 M.A., University of Houston, 2016 Ph.D., University of Houston, 2018	Assistant Professor of Business Administration
TUESCHER, Kimberly D., 2016- B.S., University of Wisconsin – Oshkosh, 1980 M.S., University of Wisconsin – Oshkosh, 1983 Ph.D., University of Wisconsin – Madison, 1997	Professor of School Counseling Director, School Counseling Program
TYLER, Luke A., 2015- B.A., Hanover College, 2008 M.M., Miami University, 2010 D.A., Ball State University, 2015	Assistant Professor of Music
VANLANINGHAM, Erin A., 2011- B.A., Luther College, 1996 M.A., Northeastern University, 1999 Ph.D., Saint Louis University, 2004	Associate Professor of English Director, Honors Program
WALDMEIR, John C., 1997- B.A., Kalamazoo College, 1982 M.A., The University of Chicago, 1984 Ph.D., The University of Chicago Divinity School, 1991	Professor of Religious Studies

WATHIER, Rev. Douglas O., 1991- B.A., Loras College, 1978 S.T.B., Angelicum University – Rome, 1983 M.A., Gregorian University – Rome, 1984 S.T.L., Gregorian University – Rome, 1988 S.T.D., Gregorian University – Rome, 1991	Professor of Theology
WELSH, Hilarie B., 2012- B.A., St. Norbert College, 2001 M.Ed., University of South Florida – Sarasota-Manatee, 2005 Ph.D., University of Illinois at Urbana-Champaign, 2012	Associate Professor of Education
ZHU, Lee S., 2000- M.A., Fudan University, 1981 Ph.D., State University of New York – Stony Brook, 1996	Professor of History