



LORAS COLLEGE™

1450 ALTA VISTA STREET
DUBUQUE, IOWA 52001
Telephone: 563-588-7100 or call 1-800-24-LORAS

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 2020-2021

Volume XCII

Last Updated: August 2020

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.....	9
AMERICAN ASSOCIATION OF CATHOLIC COLLEGES & UNIVERSITIES	9
GENERAL INFORMATION	11
MISSION	11
VISION	11
VALUES.....	11
DISPOSITIONS.....	11
INSTITUTIONAL LEARNING OUTCOMES	11
HISTORY	12
THE LORAS ENVIRONMENT.....	13
MILLER ACADEMIC RESOURCE CENTER.....	13
<i>LORAS LIBRARY.....</i>	<i>13</i>
DUTECH SERVICES.....	13
NONDISCRIMINATION POLICIES: RACE, DISABILITY, GENDER.....	14
EQUAL OPPORTUNITY EMPLOYMENT.....	14
STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY	15
POLICY AGAINST SEXUAL HARASSMENT	15
FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974.....	15
ADMISSION POLICY	18
REQUIREMENTS	18
<i>GENERAL ENTRANCE REQUIREMENTS.....</i>	<i>18</i>
<i>DIVISION & PROGRAM ENTRANCE REQUIREMENTS</i>	<i>19</i>
APPLICATION PROCEDURE	19
<i>FIRST YEAR STUDENTS.....</i>	<i>19</i>
<i>TRANSFER STUDENTS.....</i>	<i>19</i>
<i>INTERNATIONAL STUDENTS.....</i>	<i>19</i>
<i>RETURNING STUDENTS.....</i>	<i>20</i>
<i>SECOND MAJOR POLICY.....</i>	<i>21</i>
<i>SECOND DEGREE STUDENTS.....</i>	<i>21</i>
<i>SPECIAL STUDENTS.....</i>	<i>22</i>
<i>ST. PIUS X SEMINARY PROGRAM</i>	<i>22</i>
TUITION AND FEES	23
INSURANCE	26
STUDENT FINANCIAL PLANNING	26
FINANCIAL AID POLICY	26
STUDENT FINANCIAL ASSISTANCE.....	27
FEDERAL GRANT PROGRAMS	28
STATE SCHOLARSHIP/GRANT PROGRAMS	28
EMPLOYMENT OPPORTUNITIES.....	28
LOAN PROGRAM	28

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY	29
ACADEMIC POLICIES	31
FORMULATION OF ACADEMIC POLICY	31
BULLETIN RIGHTS	31
CLASSIFICATION OF STUDENT	31
<i>UNDERGRADUATE STUDENTS</i>	31
<i>SPECIAL STUDENTS</i>	31
ADVISING	31
<i>ACADEMIC ADVISORS</i>	31
<i>APPLYING FOR ACADEMIC MAJOR</i>	32
<i>ACADEMIC MINORS</i>	32
REGISTRATION	32
<i>TRI-COLLEGE CROSS-REGISTRATION</i>	32
TRANSFER CREDIT	33
<i>PROVIDING AN OFFICIAL TRANSCRIPT</i>	33
<i>TRANSFER CREDIT RESTRICTIONS</i>	34
<i>APPEALING A TRANSFER EQUIVALENCY DECISION</i>	35
<i>GENERAL EDUCATION INFORMATION FOR TRANSFER STUDENTS</i>	36
<i>SPECIAL PROCEDURES FOR INTERNATIONAL CREDIT</i>	38
<i>EXAMINATION CREDIT</i>	38
<i>STUDY ABROAD CREDIT</i>	40
ATTENDANCE POLICY	40
<i>POLICY ON CLASS ATTENDANCE AND COLLEGE SPONSORED EVENTS</i>	41
<i>STUDENTS</i>	42
<i>INSTRUCTORS</i>	42
<i>MODERATORS/COACHES</i>	42
<i>POLICY ON CLASS ATTENDANCE DURING JANUARY TERM</i>	43
ADMINISTRATIVE DROP POLICY	43
DISRUPTIVE ACTIVITY	43
CLASS CANCELLATION	45
COURSE ADD, DROP, & WITHDRAWAL POLICY	45
REPEATING A COURSE	46
ACADEMIC INTEGRITY POLICY	46
STUDENT GRIEVANCE POLICY	50
INDEPENDENT STUDY POLICY AND GUIDELINES.....	52
INTERNSHIPS, PRACTICA, FIELD AND CLINICAL EXPERIENCES	53
GRADING POLICY.....	53
<i>GRADING SYSTEM</i>	54
<i>GRADE POINT AVERAGE (GPA)</i>	55
CHANGE OF GRADE POLICY	56
APPEALING A GRADE.....	56
STUDENT RECORDS	58
CLASS RANK.....	59
DEAN'S LIST	59
EXAMINATIONS.....	59
ACADEMIC STANDING	59
SCHOLASTIC WARNING, PROBATION & DISMISSAL	60

ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES	62
LEAVE OF ABSENCE	62
WITHDRAWAL FROM THE COLLEGE.....	63
SUMMER SESSION.....	64
POLICY ON ADMISSION OF UNDERGRADUATES TO GRADUATE COURSES.....	64
ASSESSMENT REQUIREMENTS	64
DEGREE REQUIREMENTS – BACHELOR’S DEGREE	65
GRADUATION	65
THE LORAS COLLEGE LIBERAL ARTS GENERAL EDUCATION CURRICULUM	66
THE ADVANCED (AGE) GENERAL EDUCATION CURRICULUM.....	66
THE (AGE) GENERAL EDUCATION REQUIRED COURSES.....	70
THE FOUNDATIONS, EXPLORATIONS, & VOCATIONS (FEV) GENERAL EDUCATION CURRICULUM	71
THE (FEV) GENERAL EDUCATION REQUIRED COURSES	74
SPECIAL ACADEMIC PROGRAMS AND MAJORS.....	75
THE BREITBACH CATHOLIC THINKERS AND LEADERS PROGRAM	75
LORAS COLLEGE HONORS PROGRAM	76
CENTER FOR EXPERIENTIAL LEARNING (CEL).....	77
3+2 NURSING DUAL DEGREE PROGRAM	77
POSTBACCALAUREATE PRE-MEDICAL/PRE-HEALTH PROGRAM	78
PRE-PROFESSIONAL PROGRAMS AND ADVISING	80
<i>PRE-LAW</i>	80
<i>PRE-HEALTH PROFESSIONS</i>	80
<i>MILITARY SCIENCE AND ROTC PROGRAM</i>	80
<i>INDIVIDUALIZED MAJORS</i>	80
ACADEMIC DIVISIONS AND PROGRAMS.....	81
ACADEMIC PROGRAMS OF STUDY	82
ACCOUNTING	84
APPLIED PHYSICS.....	85
ATHLETIC TRAINING (3+2 WITH KINESIOLOGY).....	86
BIOLOGY.....	86
BUSINESS ADMINISTRATION.....	89
BUSINESS ANALYTICS	90
CATHOLIC STUDIES.....	92
CHEMISTRY.....	94
COMPUTER SCIENCE	97
CRIMINAL JUSTICE.....	99
DATA SCIENCE	100
ECONOMICS	101
ENGINEERING.....	102
ENGLISH	106
ETHICS	113
FINANCE	115
FINANCIAL PLANNING AND WEALTH MANAGEMENT.....	117
GENDER STUDIES.....	118
HISTORY	118

INTERNATIONAL STUDIES	122
IRISH STUDIES.....	123
KINESIOLOGY.....	124
MANAGEMENT INFORMATION SYSTEMS	126
MARKETING.....	127
MATHEMATICS.....	128
MEDIA STUDIES	130
MUSIC.....	132
NEUROSCIENCE	138
PEACE AND JUSTICE.....	139
PHILOSOPHY.....	140
POLITICS	143
PSYCHOLOGY.....	145
PUBLIC RELATIONS	146
RELIGIOUS STUDIES AND THEOLOGY	148
SOCIAL WORK.....	150
SOCIOLOGY	152
SPANISH	154
SPORT MANAGEMENT	155
SUSTAINABILITY	157
TEACHER EDUCATION	157
COURSE DESCRIPTIONS.....	164
ACCOUNTING	164
ATHLETIC TRAINING	165
BIOLOGY.....	166
BUSINESS.....	173
BUSINESS ANALYTICS	177
CATHOLIC THINKERS & LEADERS.....	179
CHEMISTRY.....	181
COMMUNICATION ARTS	185
COMPUTER SCIENCE	192
CRIMINAL JUSTICE.....	193
DATA SCIENCE	195
ECONOMICS	196
ENGINEERING.....	198
ENGLISH	201
EXPERIENTIAL LEARNING	210
FINANCIAL PLANNING AND WEALTH MANAGEMENT (CFP)	212
GREEK/LATIN LANGUAGE.....	214
HONORS	214
HISTORY	216
INTERNATIONAL STUDIES	224
KINESIOLOGY.....	225
LIBERAL ARTS.....	228
MATHEMATICS.....	233
MANAGEMENT INFORMATION SYSTEMS	236
MUSIC.....	237

NEUROSCIENCE	241
PHILOSOPHY.....	243
PHYSICS	246
POLITICS	247
PSYCHOLOGY.....	250
RELIGIOUS STUDIES AND THEOLOGY	254
SOCIAL WORK.....	258
SOCIOLOGY	261
SPANISH	264
SPANISH-SPEAKING WORLD.....	266
SPORT MANAGEMENT	267
TEACHER EDUCATION	269
STUDENT LIFE AND CAMPUS RESOURCES.....	276
LEARNING COMMONS	276
THE LYNCH LEARNING CENTER.....	276
STUDENT DEVELOPMENT.....	277
SPIRITUAL LIFE AT LORAS COLLEGE	278
STUDENT LIFE OFFICE.....	279
COLLEGE ACTIVITIES BOARD	279
STUDENT ORGANIZATIONS	279
DINING SERVICES	279
COUNSELING CENTER.....	279
HEALTH CENTER	280
<i>SERVICES</i>	<i>280</i>
<i>AIR CONDITIONERS</i>	<i>280</i>
<i>CONFIDENTIALITY.....</i>	<i>280</i>
<i>ELEVATOR KEYS.....</i>	<i>280</i>
<i>HEALTH INSURANCE.....</i>	<i>280</i>
<i>HEALTH REQUIREMENTS FOR STUDENTS</i>	<i>281</i>
<i>MEDICAL WITHDRAWAL</i>	<i>281</i>
<i>MISSED CLASS POLICY</i>	<i>282</i>
<i>TRANSPORTATION TO CLASS OR TO HEALTHCARE FACILITIES.....</i>	<i>282</i>
CENTER FOR INCLUSION AND ADVOCACY.....	282
RESIDENCE LIFE	282
CAMPUS SAFETY.....	284
STUDENT UNION	285
HONOR SOCIETIES.....	285
INTERCOLLEGIATE ATHLETICS	286
INTRAMURALS.....	286
MUSICAL ORGANIZATIONS	286
PUBLICATIONS.....	287
BROADCASTING	287
BARNES AND NOBLE BOOKSTORE	287
LEADERSHIP ADMINISTRATION FACULTY AND STAFF	289
BOARD OF REGENTS.....	289
REGENTS EMERITI	290

LORAS COLLEGE ADMINISTRATION..... 291
ACADEMIC AFFAIRS..... 292
PROFESSORS EMERITI 295
FACULTY 296

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 and graduate athletic training programs 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 judgments 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 LORAS ENVIRONMENT

MILLER ACADEMIC RESOURCE CENTER

The Miller Academic Resource Center opened in 2002 and houses the Loras College Library, the Center for Dubuque History and the archives of Loras College, the Learning Commons [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 Miller 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 leased 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 Miller 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.

EQUAL OPPORTUNITY EMPLOYMENT

Loras College is in compliance with the 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 Equal Employment Opportunity may be addressed to the EEO Officer, Box 119, 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, Academic Dean, Division Chair, School Dean, 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 Institution 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 2.500 on a 4.000 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 1030 is required for admission.

Some academic programs have specific requirements that will be evaluated during the student's declaration of major. There is no guarantee of admittance to any specific program of study.

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 2.500 cumulative GPA (on a 4.000 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 or documents listed 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.ENG-LIB 105 College Writing (a grade of B or above) and a cumulative GPA of 2.500 or higher
- Evidence that the dominant language of instruction for secondary school coursework was in English.

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 College Coursework Completed Outside the U.S.

All international undergraduate applicants seeking credit for college level coursework must order a foreign credential evaluation report showing the credential evaluation report and 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.

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
<https://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 121, 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 121 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
<https://myweb.loras.edu/Loras/PDF/SecondDegreeApplication.pdf>
2. A nonrefundable application fee
3. 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 121 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

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: <https://myweb.loras.edu/Loras/PDF/SpecialRegistrationForm.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-350: 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: Foundations of 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, early December for the January and Spring terms, 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.

Section 103 Compliance Policy

Loras College abides by Section 103 of the Veterans Benefits and Transition Act of 2018. In the case where a student is a **Chapter 31** or **Chapter 33** student and his/her tuition funds are paid by the U.S. Department of Veterans Affairs, the College will abide by the following guidelines:

Loras College will not impose any penalty including: 1) the assessment of late fees; 2) the denial of access to classes; 3) libraries or other institutional facilities and /or 4) the requirements that a *Chapter 31* or *Chapter 33* recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Student Account Refund Policy:

Once registered at Loras College, a student assumes the responsibility for the payment of all tuition and fees. If plans change and the student needs to withdraw from the College, the proper paperwork must be completed with the Academic Success Coordinator. The process for officially withdrawing from Loras College is outlined in the current *Undergraduate Bulletin* and *Graduate Bulletin*. Students should refer to the bulletin that is appropriate for their status.

An undergraduate or graduate student who withdraws from Loras College may receive a full or partial refund (credit) for tuition, fees, housing, and meal plan. Students who drop a course during the first week of the fall and spring terms will receive a 100% refund of tuition and course fees. Students who drop at any time after week one are subject to the following refund schedule:

Week 2- 75%

Week 3- 50%

Week 4- 25%

Week 5- No Refund

Students who withdraw during the summer term are refunded on the following refund schedule:

Class Day 1- 100%

Class Day 2- 75%

Class Day 3- 50%

Class Day 4- 25%

Class Day 5- No Refund

Students who withdraw during the January term are subject to the j-term policy which can be found at <http://www.loras.edu/academics/januaryterm/january-term-details/>.

All students should take particular note that tuition charges create a personal debt to the College. Students receiving financial aid should be aware that, although the tuition charges are incurred upon enrollment, a student who withdraws at any point during the year is subject to a reduction in financial aid in accordance with the governing policies of the individual aid program. Thus, a student who withdraws from the College before the financial aid is fully earned may incur personal liability for unpaid tuition and other related charges. In addition, full-time students should be aware that a change to part-time status during the semester after the add/drop period will not result in a reduction of the semester's tuition and fees. Before adding or dropping a course or registering for fewer than 12 credits, full-time students should consult with the Office of Financial Planning to determine the effect on their

financial aid awards, and with the Student Accounts Director to determine the effect on their student account balance. Students who received financial assistance for their enrollment period will have their financial aid revised according to federal, institutional, organizational and/or state regulations and/or policies associated with the funding type received. The withdrawal date recorded on the student's official Loras College record will be determined by the Registrar's Office using the date the student provided official notification, in writing, of their intent to withdraw from Loras College. An unofficial withdrawal occurs when a student leaves the College without notice. For unofficial withdrawals, the student's last date of attendance in a class will be used to determine the official withdrawal date.

Room and Board Adjustments:

Students who move in, but withdraw from school on or before the first day of class, will be charged 5% of the cost of room and board. Students who are still enrolled but are allowed to move off campus or drop a meal plan will have charges adjusted on the same percentage basis as is used for students withdrawing from school. If a student terminates a housing contract after taking residence, the student is responsible for buying out the remainder of the contract at 50% of remaining costs. This does not apply to first year students. Students leasing houses or apartments will be bound by the terms of their lease so the refund schedule is not applicable.

Military Withdrawal and Refund Policy:

Students or their spouse, when either has a dependent child, called to active duty during a current academic term will be withdrawn from all or a portion of the student's registration and will receive a full refund of tuition and mandatory fees the school has assessed for courses from which the student withdrew. The student must make arrangements with the Registrar's Office for grades or for incomplete grades that will be completed at a later date. For those courses unable to be continued at a later date, students will have no negative academic or financial consequences as a result of this withdrawal. While military students are enrolled at Loras College they are not assessed monthly service charges for delayed VA payments. The Office of Financial Planning will do all it can within the defined limits of Federal Regulations to benefit the student's financial aid status. Any textbooks purchased from the Loras College Barnes and Noble bookstore can be returned for a refund as long as they are in sellable condition.

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

This policy applies to students with federal aid who withdraw or are dismissed prior to completing 60% of the semester. Federal financial aid refunds may not align with the above refund policy. Institutional aid is refunded at the schedule shown above. Federal regulations require a specific refund calculation for all students receiving Federal Title IV Financial Aid Funds. This calculation, called the Return of Title IV Funds, determines how much federal funding the student "earned" up to the time of withdrawal. Title IV financial aid is earned in a prorated manner until 60% of the semester is completed. Title IV aid is considered 100% earned after the 60% point of the semester. If the student withdraws on or before the 60% point of the semester a portion of the Federal Title IV funds awarded to a student (Federal Pell Grant, Federal SEOG, Federal TEACH Grant, Federal Direct Subsidized/Unsubsidized Loans, or Federal Direct PLUS Loans) will be returned, if required, in accordance with federal regulations and within 45 days of the date of determination of the student's withdrawal. The return of these funds may result in the student owing a balance to Loras College and/or the federal government.

Loras College is required by these regulations to recalculate federal financial aid eligibility for students who withdraw or are dismissed prior to completing 60% of a semester. When a student receives failing, incomplete or missing grades for a semester, he/she may be considered to have unofficially withdrawn without proper notification. If a 0.00 GPA is earned for the semester, the student's last date of attendance in a class will be used to determine the official withdrawal date and that date will be used for any federal aid return.

The required order for the return of Federal Title IV funds to the federal government is as follows:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- Federal Supplemental Education Opportunity Grants (FSEOG)
- TEACH Grant

If the student earned less aid than was disbursed, the College would be required to return a portion of the funds. Loras College's responsibilities regarding Return of Title IV Funds include: providing Return of Title IV Funds information to students, identifying students affected by this requirement, completing the Return of Title IV Funds calculation for those students and returning any Title IV funds that are due to the Title IV programs. Students are encouraged to meet with the Office of Financial Planning and/or the Director of Student Accounts prior to withdrawing from the College to learn of their impending financial responsibility.

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

Loras College and state aid will also need to be reduced as the number of credits a student is enrolled in and their enrollment status changes after a semester starts. If a student remains enrolled in 12 credits after the 4th week of class, institutional aid will not be adjusted. For state aid, the financial aid office will use monitor enrollment changes and adjust as needed. As a general best practice, please consult the aid office when thinking of reducing credits or withdrawing from a course or from Loras entirely once the semester begins so that you are aware of how your changes will impact your financial aid.

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.

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 may be available to full time undergraduate students. Generally, 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 \$6,345; 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 \$6,000 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.

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 1.800
After 4 semesters	At least 1.900
After 6 semesters, up to 89 credits	At least 1.980
90 or more credits	At least 2.250

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.

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 entrance requirements, has been accepted as a degree candidate, and is currently enrolled at Loras College. A student is classified as 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. A student may request a change of advisor at any time by contacting the Office of the Registrar.

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 of Major form for each intended major.
- The Office of the Registrar forwards the electronic form to the Division Chairperson or School Dean of the major area.
- The Chairperson, or their designee, 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.
- Students are not guaranteed acceptance into any major without meeting the requirements identified by the program.

A student wishing to pursue more than one major completes the declaration of major for each intended 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 requesting permission from the Division Chair or Dean of the School of Business. The Division Chair or School Dean then has to request approval from the Academic Dean.

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. A student may not add an academic minor once a degree has been conferred. 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 is able to self-register on or after the student's assigned registration permit 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 party vendor with the login and password for retrieval of the transcript. The designated person in Admissions who is

trained in identifying official transcripts will print off the transcript, verify as official, initial and date the document.

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.

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. Transfer credit taken ten (10) years or more prior to admission will generally not be accepted. Exceptions to the age of the credits will be reviewed on an individual basis by the Registrar office and Academic Dean.

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 previously 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.

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.

Please note – The last thirty of forty credits earned towards a Loras College degree must be completed through Loras.

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.

GENERAL EDUCATION INFORMATION FOR TRANSFER STUDENTS

In Fall 2019, Loras College began the implementation of the new Foundations, Explorations, & Vocations (FEV) general education curriculum and the phasing out of the Advanced General Education (AGE) general education curriculum. Transfer students will be informed at the time of first enrollment what curriculum is required. Generally,

- Transfer students who matriculated to Loras prior to fall 2019 will complete the requirements of the AGE curriculum.
- Transfer students entering Loras in the fall of 2019 or later will be assigned to either the FEV or AGE curriculum based upon the number of credits accepted for transfer. Transfer students should contact their academic advisor for more information.

Advanced General Education (AGE) Curriculum - Information for Transfer Students

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.

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.

A.A./A.S Degree Holders

Students who transfer to Loras College with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally accredited institution are considered to have met the requirements of the general education curriculum with the exception of the integrative capstone in the student's major area of study. Students with an earned A.A. or A.S. degree must also complete one January term course.

Transfer Students who do not hold an Associate Degree

Unless a waiver is granted in accordance with the policy outlined below, transfer students who do not hold an A.A. or A.S. degree must fulfill all general education requirements in order to earn a baccalaureate degree from Loras College. Requirements in the Foundations, Explorations, & Vocations General Education Curriculum may be met through equivalent transfer credit or via course substitution in accordance with the following guidelines.

Foundations, Explorations, & Vocations (FEV) Curriculum – Information for Transfer Students

The following guidelines are in effect for transfer students completing the FEV curriculum:

Foundations Courses

Engaging Differences (FD) - Transfer courses may be awarded FD credit if all of the following criteria are met:

- The course was at least three-credits.
- The course was taken as part of a comparable first-year experience curricular requirement.

Coursework taken while co-enrolled in a high-school level program and exam credit may not be awarded FD credit.

Students who meet at least one of the following conditions may substitute 3 additional credits of Explorations or Vocations category coursework to satisfy the FD requirement:

- Transfer students who transfer at least 12 credits of post-secondary coursework (not including exam credit). Coursework completed while co-enrolled in a high-school level program and exam credit do not count towards the minimum required credits.
- Transfer or first-time college students who are at least 21 years of age at the time of matriculation.
- Students who begin at Loras in the January or spring term and successfully complete at least 12 credits at Loras College prior to their first fall enrollment.

Substitute coursework may be completed prior to matriculation or while enrolled at Loras.

Engaging Communities (FC) - Students who meet the following condition may substitute 3 additional credits of Explorations or Vocations category coursework to satisfy the FC requirement:

- Transfer students who transfer at least 18 credits of post-secondary coursework (not including exam credit). Coursework completed while co-enrolled in a high-school level program and exam credit do not count towards the minimum required credits.

Substitute coursework may be completed prior to matriculation or while enrolled at Loras.

Written Communication (WC) - Completion of equivalent course or appropriate exam credit.

Quantitative Reasoning (QR) - Completion of equivalent course or appropriate exam credit.

Explorations Courses:

Creativity, Aesthetics, & Design (EC) / Identity, Culture, & Society (EI) / Scientific Inquiry & Innovation (ES)

Students must complete a minimum of four courses and must take one course from each category. Explorations courses may count toward the fulfillment of major requirements, however, no more than one course applied to each major may also be applied to an explorations category requirement.

Transfer courses may be awarded Explorations credit if:

- The course is deemed equivalent to a Loras course for which Explorations category credit is awarded.
- The course learning outcomes are consistent with learning outcomes for the category.

Vocations Courses:

Catholic Traditions (CT) - While most students will complete the CT requirement at Loras, students who have taken a course that explores the Catholic worldview at another institution may receive CT credit.

Values in Action (VX) - Transfer courses may be awarded VX credit if:

- The course is deemed equivalent to a Loras course for which VX category credit is awarded.
- The course learning outcomes are consistent with learning outcomes for the category.

Call to Participation (CP) - Must be taken at Loras College.

Integrative Capstone (IN) - Must be taken at Loras College.

January Term Requirements:

Transfer students entering Loras College with 30 or more transfer credits will receive a waiver for one January term requirement. Transfer students entering Loras with fewer than 30 credits are required to successfully complete at least two Loras College January term courses.

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. Loras College accepts evaluations directly from either Educational Credential Evaluators, Inc. (<https://www.ece.org/ECE>) or Foreign Credits, Inc. (<https://www.foreigncredits.com/>). 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 Center for Inclusion and Advocacy 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.CSC-115: Introduction to Programming

Computer Sci. Principles	3	3	Elective
Econ-Macroeconomics	3	3	L.ECO-222: Macroeconomics-QR
Econ-Microeconomics	3	3	L.ECO-221: Microeconomics-QR
English Language/Comp	3	3	L.ENG-105: College Writing-WC
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-EI
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, QR
Music Theory	3	3	L.MUS-101: Music Theory I-EC
Music Theory	4	6	L.MUS-101: Music Theory I-EC and L.MUS-102: Music Theory II
Physics B*	3	8	L.PHY-210: Elements of Physics I-QR and L.PHY-211: Elements of Physics II
Physics C*	3	4	L.PHY-210: Elements of Physics I-QR
Physics 1*	3	4	L.PHY-210: Elements of Physics I-QR
Physics 2*	3	4	L.PHY-211: Elements of Physics II
Physics MECH*	3-4	4	L.PHY-210: Elements of Physics I-QR
Physics MECH*	5	5	L.PHY-223: Physics for Scientists & Engineers I- QR
Physics EM*	3-4	4	L.PHY-211: Elements of Physics II
Physics EM*	5	5	L.PHY-223: Physics for Scientists & Engineers II- QR
Politics, Comp Government	3	3	L.POL-211: Comparative Politics
Politics, U.S. Government	3	3	L.POL-101: Issues in American Politics-EI
Psychology	4	3	L.PSY-101: Introductory Psychology
Spanish Language	3	3	Elective
Seminar	3	3	Elective
* Can earn a maximum of 10 credits for all physics tests.			

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>.

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. Some students will be less than 12 because they also register for Loras courses.
- 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.

ATTENDANCE POLICY

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.

Missed Class

When a student is absent from class 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.

Medical Verification

Written documentation from a physician verifying a student missed class due to illness, injury, or hospitalization may be required. This document 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 and Dean of Students, the student's professors, and coaches if the student has verification of a medical absence resulting in missed classes on 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 extension 7142. Dates on which the student receives care can be verified if permission has been granted by the student; other health information is confidential.

In some cases a physician may indicate that a student has been instructed to attend classes as tolerated. In these instances, the student is required to contact the Health Center either by stopping in, telephoning, or sending an e-mail on the days they are not able to attend class with a report on their condition. In addition, it is the responsibility of the student to communicate with course professors regarding such absences.

Verification of illness, injury or hospitalization does not exempt the student from the policies and penalties for absenteeism identified in course syllabi.

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. **During this academic year (2020-2021), the *January term* has been moved to a *May term*. The policy on class attendance and all other applicable *January term* policies are in effect during this year’s scheduled *May term*.**

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. This applies to all terms including summer.

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, the first (3) business days of summer terms, 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.

COURSE ADD, DROP, & WITHDRAWAL POLICY

ADDING A COURSE

Beginning the first day of the term, students must receive instructor permission in order to add a course. The last day to add a course for each term is identified in the academic calendar.

DROPPING OR WITHDRAWING FROM A COURSE

Drop and withdrawal deadlines for each term are published in the academic calendar.

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.

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).
- 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.

Summer Term

- The last day to drop a Summer term course and receive a “W” grade is 4:30 p.m. on the fifth day of the term. Anyone dropping a Summer term course after the fifth day will receive a grade of “F” (fail).

****NOTE:** The drop dates on the academic calendar take precedence for the purposes of this policy as the term length and days can fluctuate because of National holidays and calendar year.

Students wishing to drop a 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 deadline for the term.

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 INTEGRITY 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 misconduct.

CREATING ACADEMIC INTEGRITY WITHIN THE LEARNING ENVIRONMENT

A. Students have the responsibility to:

- Read and understand the Academic Integrity Policy as stated in the Loras College Bulletin and on course syllabi.
- Utilize available resources on the Loras College Campus to comply with the Academic Integrity Policy.
- Be proactive in reaching out to faculty or support services staff to address questions and seek clarifications regarding academic integrity.
- Respond within three (3) business days to requests from faculty to meet regarding concerns about academic integrity.

B. Course instructors have the responsibility to:

- Reference the Loras College Academic Integrity Policy and include any course specific policies in their course syllabus.
- Direct students to available academic support services (e.g. The Writing Center or Library) to avoid academic integrity violations.
- Maintain academic integrity in their courses.
- Request a meeting with any student suspected of engaging in academic misconduct and inform the student if an Academic Misconduct Report will be filed.

- Report violations of the Academic Integrity Policy to the Associate Dean of Instruction & Assessment.
- Contact the Associate Dean of Instruction & Assessment if in doubt about a situation.

VIOLATIONS OF ACADEMIC INTEGRITY

The following list outlines examples of policy violations. The list is not designed to be all-inclusive, but reflects examples of types of academic misconduct included under this policy.

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 Misconduct

- Not reporting a violation of the Academic Integrity Policy to the course instructor or other appropriate individual
- Helping another student commit an act of academic misconduct

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 misconduct when the intention was for the student to only receive feedback and suggestions on the work.

CONSEQUENCES FOR VIOLATIONS

Consequences for academic misconduct are determined based upon the severity and number of previous offenses. Course level sanctions are at the primary discretion of the instructor. Institutional-level sanctions, including suspension and expulsion, are at the discretion of the Admissions and Academic Standards Committee and the Academic Dean. In addition, to assure student understanding of the core principles of academic integrity, students found to have engaged in academic misconduct complete an Academic Integrity Tutorial.

A. First Offenses

All students found to have committed a violation of the Academic Integrity Policy must complete the on-line Academic Integrity Tutorial. A registration hold may be placed upon the student’s record until the tutorial is complete. In addition, based on the severity of the offense, the course instructor may assign one or more of following course-level sanctions:

1. Substitute or revised assignment for a reduced grade
2. Grade of zero or “F” for the assignment, exam, or activity
3. Required meeting with the Division Chair or Dean of the School of Business
4. Grade of “F” for the course

B. Second (or higher) Offenses

Typically, the consequence for second (or higher) offenses is a grade of “F” for the course. Based on the severity and number of previous offenses, course instructors may individually initiate any of the following course-level disciplinary actions:

- Grade of zero or “F” for the assignment
- Grade of “F” for the course

All second (or higher) offenses will be referred to the Admissions and Academic Standards Committee for review and consideration of additional sanctions which may, include suspension or expulsion from the college.

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

STUDENT RIGHT OF APPEAL

A student may appeal a course instructor's finding that the student engaged in academic misconduct, but may not contest the instructor assigned sanction for the offense. A student wishing to challenge a finding of academic misconduct must do so within three (3) business days of notification of the finding. The procedure for appeal of a finding of academic misconduct is as follows:

1. The student must submit a letter of appeal along with any relevant documentation to the Division Chairperson of the course instructor within three (3) business days following notification of the finding of academic misconduct. For instructors housed in the Noonan School of Business, letters of appeal should be submitted to the Dean of the School of Business.
2. The Division Chairperson/Dean will contact the course instructor for documentation of the alleged violation.
3. The Division Chairperson submits all documentation and a recommendation regarding the appeal to the Associate Dean of Instruction & Assessment.
4. The Associate Dean of Instruction & Assessment will bring the appeal and documentation to the Admissions and Academic Standards Committee for a decision.
5. The Associate Dean of Instruction & 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.

A student who wishes to appeal the decision of the Admission and Academic Standards Committee should submit a petition for review directly to the Vice President for Academic Affairs and Academic Dean (office.academicdean@loras.edu) within three (3) business days of notification of the decision of the Admissions and Academic Standards Committee. The decision of the Academic Dean is final.

RECORDS OF ACADEMIC MISCONDUCT

Academic misconduct files are considered educational records and are maintained by the Office of Academic Affairs in accordance with FERPA (Family Educational Rights and Privacy Act).

Findings of academic misconduct do not appear on a student's transcript or become a part of the student's permanent academic record unless the student is suspended or expelled as a result of the infraction. However, reports of academic misconduct are shared with the student's academic advisor and may be shared with other school officials with a legitimate educational interest. This may include,

but is not limited to, review of records for scholarship or leadership position eligibility and confirmation of repeat violations.

Academic misconduct reports are destroyed when one of the following has occurred:

- The student graduates
- Seven (7) years have passed since the date of the report

The Associate Dean of Instruction and Assessment shall keep a database of academic misconduct reports and report statistics concerning violations of the Academic Integrity Policy to the Academic Council annually. This report will not contain names of students or instructors involved in the incidents.

STUDENT GRIEVANCE POLICY

Loras College aspires to provide a transformative educational environment and is committed to the growth and development of its students and to upholding the dignity of each individual.

The College recognizes that grievances (concerns, disputes, complaints) may arise between students and faculty, staff, or the College and takes seriously its responsibility, as prescribed under Title IV of the Higher Education Act (HEA), to provide a mechanism that ensures students are able to voice their concerns and to address concerns in a fair and timely manner. The College also believes that student engagement in this process can promote the development of skills needed to address concerns effectively and in a professional manner.

For the purposes of this policy a student grievance describes a problem or condition that a student believes is unfair, inequitable, or a hindrance to a quality learning experience.

Scope

The Student Grievance Policy applies to all students enrolled in one or more courses at Loras College at the time the complaint is filed. Parents, relatives, employers, or other persons acting on behalf of a student are not considered students under this policy.

This policy covers both academic and non-academic matters and is limited to actions of faculty, staff, or other agents of the college. Student grievances against other students are not covered under this policy.

Appeals, including those for exceptions to policy, judicial body or administrative decisions, final grades, academic standing, or financial aid awards, are not considered student grievances. In addition, this policy does not apply to grievances that are covered by other college policies and processes, including complaints related to sex discrimination and harassment or equal opportunity employment, outlined in the Loras College [Bulletin](#), Loras College [Graduate Bulletin](#), Loras College [Student Handbook](#), or the Loras College [Staff Handbook](#).

This policy does not supersede specific grievance processes defined at the program or department level and articulated in program handbooks, policy manuals, or other public materials. Students are encouraged to first review and complete the steps mandated by program specific policies prior to submitting an institutional complaint.

The following procedures should be followed for all other types of grievances:

Step 1: Informal Resolution

In many instances, an issue or problem is due to a misunderstanding that can be resolved with open and honest communication. A student who has a grievance must first attempt to resolve concerns on an informal basis through direct communication (conversation, e-mail, letter) with the faculty or staff member(s) involved.

If the concern is not resolved through direct communication, the informal grievance should be directed to the appropriate supervisor, director, or division chair. If a student is uncertain who to contact regarding the complaint the Office of Student Development or the Office of Academic Affairs can assist in identifying the appropriate individual.

Students should attempt to resolve the issue informally within 30 days of the occurrence. If the matter still cannot be resolved, the student may file a formal grievance.

Step 2: Formal Grievance

A student may file a formal grievance if the issue remains unresolved after exhausting informal means. Formal grievances should be submitted by completing [Student Grievance Form](#) accessed through Advocate system. Formal complaints should be filed within 90 days of the event that prompted the complaint.

Grievances submitted via the Advocate system are received by the Associate Dean of Academic Affairs and/or the Vice President of Student Development and directed to the appropriate College official for review and resolution.

Formal student grievances addressed in this policy are not confidential, but will be treated as sensitive communication and kept within appropriate channels during the resolution process. As part of this process, individuals identified in the formal grievance will be notified of the grievance and asked to provide information regarding the occurrence or concern.

To comply with federal regulations, the college maintains a record of formal grievances and their resolution that is made available to the Higher Learning Commission evaluators at the time of comprehensive accreditation review.

Additional Resources

In the unlikely event that the student grievance cannot be resolved through institutional processes, students have the right to file a complaint with external licensing or accrediting agencies. It is recommended that students filing a grievance with an external agency refer to the individual agency policies to familiarize themselves with agency requirements including filing deadlines and expectations for first exhausting institutional avenues for resolution.

Relevant external agencies:

Iowa College Student Aid Commission

430 East Grand Ave FL3

Des Moines, IA 50309-1920

Phone: (877) 272-4456 (information service center)

<https://www.iowacollegeaid.gov/sdrf-start>

Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

Phone: (800) 624-7440

<https://www.hlcommission.org/Student-Resources/complaints.html>

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.

GRADING POLICY

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. The grading scale, criteria for grading, and weights and evaluations measured associated with individual courses is determined by the faculty member.

Final 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.

Final Grades

Loras College issues final grades for all undergraduate courses. Final grades must be submitted by the date assigned by the Registrar as indicated in the academic calendar. Faculty report course grades for students to the Registrar where they are transferred to the student’s permanent academic record (the transcript). 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.

Midterm Grades

Loras College issues midterm grades for undergraduate courses offered during the fall and spring. Midterm grades are temporary grades that serve to notify students of progress in registered courses.

Midterm grades must be submitted by the date assigned by the Registrar, as indicated in the Academic Calendar.

GRADING SYSTEM

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	4.000	Excellent
A-	3.667	
B+	3.333	
B	3.000	Good
B-	2.667	
C+	2.333	
C	2.000	Average
C-	1.667	
D+	1.333	
D	1.000	Below Average
D-	0.667	
F	0.000	No credit granted

Additional Grade Designations

The following grades may appear on a student's transcript but are *not* included in the calculation of the student's grade point average

I- Incomplete	0.000	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.
----------------------	--------------	--

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.

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.

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.

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.

An instructor may recommend to the Registrar's Office an extension of the midterm deadline in cases of special hardship.

Pass/Fail	0.000	To receive a grade of Pass, a student must earn a minimum grade of "C" (2.000). 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. 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. 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 student should notify the Registrar's Office, Room 121 Keane Hall if they want to pursue this option.
W - Withdrawal	0.000	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 11 th 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.
AUD - Audit	0.000	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.
NR - Not Reported	0.000	The grade was not reported to the Registrar's Office by the instructor. Students receiving a grade of NR should contact the instructor.
NG - No Grade	0.000	A grade of "NG" is used for lab courses where the learning outcomes are assessed and graded in the co-requisite lecture course.
R-Repeat Course	0.000	The credit and grade for the last enrollment are computed in the GPA.
IP-In Progress	0.000	For use at the conclusion of the first semester of a two-semester course.
NC-No Credit	0.000	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 2.000.

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 judgment 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* signed by the instructor.
 - 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 121 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 121, 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 3.500 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.

ACADEMIC STANDING

Loras students are considered to be in *good academic standing* if they meet the minimum standards for satisfactory progress towards a degree (Table A) and cumulative grade point average (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 GPA Requirements for Good Academic Standing

Earned Credits	Cumulative GPA**
1-24	At least 1.900
24.1-48	At least 1.900
48.1-72	At least 1.950
72.1-89.9	At least 1.980
90 or more credits	At least 2.250

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

A grade of "I" (Incomplete) must be successfully completed in order to be counted toward satisfactory progress and academic good standing.

Academic Standing of all students is automatically reviewed at the conclusion of the fall and spring terms.

SCHOLASTIC WARNING, PROBATION & DISMISSAL

Students not in good academic standing may be placed on scholastic warning, scholastic probation, or dismissed from the College based upon cumulative grade point in accordance with 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

In addition, regardless of cumulative grade point average, any student failing to make minimal satisfactory progress toward a degree (as defined in Table A of the Academic Standing Policy) will be placed on scholastic probation.

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. 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.

Scholastic Warning

Scholastic warning guidelines are in effect for all students upon completion of their first term of enrollment at Loras College. Scholastic warning is meant to alert students that they are at risk of probation, dismissal, or losing eligibility for financial aid if their academic performance does not improve.

Scholastic Probation

Scholastic probation guidelines are in effect for all students upon completion of their first term of enrollment at Loras College. Students are placed on scholastic probation when they fall below the minimum standards for good academic standing. Probationary status may reflect failure to make satisfactory progress toward a degree, failure to meet minimal grade point average requirements, or both. Students on academic probation are not in good standing, are not eligible for participation in co-curricular activities, and may lose eligibility for financial aid.

Dismissal

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.

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 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 dismissal decision is sustained, the student will be allowed to complete the January term and the registration for the spring semester will be canceled.

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.

Appeal of Dismissal

All students dismissed from the College have the right of appeal to the Admission and Academic Standards committee. Requirements and deadlines for appealing an academic dismissal are provided to students at the time of notification. 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

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. Eligibility for co-curricular activities is assessed at the conclusion of the fall and spring semesters. For the purpose of intercollegiate athletics, “participation” is defined as practice or competition involving the team or one or more coaches.

In order to participate in co-curricular activities a student must be in good academic standing. Students who have been determined to be ineligible for participation in co-curricular activities because they are not in good academic standing and are on scholastic probation may appeal to the Associate Dean of Instruction and Assessment.

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.

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

LEAVE OF ABSENCE

A leave of absence is a temporary cessation of study that may be granted for medical or other extenuating circumstances. A leave of absence allows a student in good academic standing to postpone their studies while maintaining their bulletin rights for a definite period of time, not to exceed one year.

A leave of absence must be approved in advance of the semester in which the leave of absence is to begin. All leave of absence requests are reviewed on a case-by-case basis.

Students receiving financial aid are strongly encouraged to meet with a financial aid advisor to review their financial obligations and the impact of a leave of absence on financial aid eligibility, repayment terms, and the repayment grace period.

A student who is on a leave of absence is not permitted to participate in other College programming or activities, unless the programs or activities are open to the public. Acceptance of transfer credit taken during a leave of absence is subject to the transfer credit policy for undergraduate or graduate students. If academic credit is attempted at another institution during a student's leave, the student must complete the *Request to Take a Course on Another Campus* form for prior approval of credit.

Undergraduate students who wish to request a leave of absence must complete the Leave of Absence form and seek approval from their Academic Advisor and the Registrar's Office.

Military Leave of Absence and Deployment Refund Policy

In accordance with Iowa Code Section 261.9(1)g, Loras College offers these options for a student who is a member, or the spouse of a member if the member has a dependent child, of the National Guard or Reserve forces of the United States and who is ordered to State military service or federal service or duty:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

See Section 103 Compliance Policy for additional 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 Academic Success and 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.

Medical Withdrawals

When a student is unable to complete a term due to significant medical or psychological issues, a medical withdrawal may be considered. 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 and 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.

January Term Fees: 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.

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 or School Dean.

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 – BACHELOR’S DEGREE

To earn a baccalaureate degree a student must:

- Earn a minimum of 120 semester credits. Thirty of the last forty credits must be completed at Loras College
- Complete all of the Loras College General Education requirements
- Earn a minimum cumulative grade point average of 2.000
- Complete all requirements for at least one major, including the stated minimum major grade point average

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 3.900
- Magna cum laude: minimum cumulative GPA of 3.700
- Cum laude: minimum cumulative GPA of 3.500

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 LIBERAL ARTS GENERAL EDUCATION CURRICULUM

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 in programs that foster critical and imaginative thinking, develop the capacity for reasoned judgment, and prepare individuals for leadership and responsibility in many areas of life.

Integrated across the student's four-year experience, and enhanced by student learning within one of more than 35 majors and a range of experiential curricular and co-curricular activities, the general education curriculum nurtures students' emerging sense of self and provides a foundation through which they can discover their passion and purpose.

In fall 2019, Loras College began the implementation of the new Foundations, Explorations, & Vocations (FEV) general education curriculum and the phasing out of the Advanced General Education (AGE) general education curriculum. Transfer students will be informed at the time of first enrollment what curriculum is required. Generally,

- Students who matriculated to Loras prior to fall 2019 will complete the requirements of the AGE curriculum. ([Click on link to AGE Curriculum](#))
- Transfer students entering Loras in the fall of 2019 or later will be assigned to either the FEV or AGE curriculum based upon the number of credits accepted for transfer. Transfer students should contact their academic advisor for more information. ([Click on link to FEV Curriculum](#))

THE ADVANCED (AGE) GENERAL EDUCATION CURRICULUM

The AGE curriculum 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.

Total Credits Required: 35-36 credits

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.)**
Courses explore individual themes within Catholic, Christian, and other faith traditions and relate their historical development to contemporary issues.
2. **Democracy and Global Diversity (MD) (3 cr.)**
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.

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.

THE (AGE) GENERAL EDUCATION REQUIRED COURSES

Foundational Courses (12-13 credits)

Students must complete one course in each category.

Modes of Inquiry-FI	3 credits
Foundational Writing-FW	3 credits
Public Speaking-FS	3 credits
Mathematical Modeling-FM	3-4 credits

Mission Courses (6 credits)

Students must complete two required courses.

Catholic Traditions-MC	3 credits
Democracy and Global Diversity-MD	3 credits

Advanced General Ed. Courses (15-16 credits)

Students must complete one course in each category.

Aesthetic Dimension-AA	3 credits
Cultural Traditions-AC	3 credits
Humanity & the Physical Universe-AH	3-4 credits
Identity and Community-AI	3 credits

Portfolio-PJ (credits may vary)

Students must complete one PJ designated course. 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 (credits may vary)

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. All first year students are required to enroll in a January term course during their first January. More information can be found at <http://loras.edu/Academics/January-Term/January-Term-Policies.aspx>.

Note: Course offerings can be viewed on the IQ Main Page at:

<https://lorasedu.sharepoint.com/Academics/IQ/Pages/default.aspx>

THE FOUNDATIONS, EXPLORATIONS, & VOCATIONS (FEV) GENERAL EDUCATION CURRICULUM

Grounded in our mission, and tied to our institutional learning outcomes, the Foundations, Explorations, and Vocations General Education Curriculum at Loras develops vital intellectual skills, incorporates essential elements of our Catholic identity, and introduces students to the broad spectrum of knowledge and information that is part of the contemporary world. Taken during the student’s first year, Foundations courses develop critical thinking, communication, and qualitative reasoning skills, while challenging students to actively consider issues of diversity, inclusion, and equity. Explorations courses expose students to diverse ways of thinking and promote the integration of knowledge from multiple perspectives and disciplines. Explorations courses are generally taken during a student’s first and second year. In Vocations courses, taken in the second through fourth year, students reflect on the religious dimensions of the human experience, examine and apply ethical principles and values, and engage with questions about the nature, limits, and diverse forms of democracy as they critically reflect on their own talents in relation to the needs of their communities.

Total Credits Required: 33-36 credits

GENERAL EDUCATION REQUIREMENTS – FEV

The Loras College General Education Program requires students complete the following:

- All course requirements of the Foundations, Explorations, & Vocations General Education Curriculum
- A minimum of two (2) January term courses

Foundations Courses (12-13 Credits)

Develop essential intellectual skills (written and oral communication, quantitative reasoning, critical thinking, information literacy) and lay the foundation for active learning and reflective thinking. Students must complete one course in each of the following areas:

Engaging Differences (FD) > 3 Credits

The First Year Experience begins in August when students arrive on campus and engage in an immersive experience with their Engaging Differences class. This course emphasizes active learning through critical thinking and reading and the development of the foundational skills of information literacy. The course will ask students to explore their lived experiences of diversity, equity and inclusion through exposure to Loras College's distinctive mission.

Engaging Communities (FC) ▶ 3 Credits

Engaging Communities guides students in the ability to participate in productive dialogue with peers on a multitude of issues. By applying critical perspectives through multiple lenses of inquiry, students will explore the reciprocal relationship between self and community. This exploration will include participation in activities that encourage students to reflect on the significance and trajectory of their own life (or leading lives that matter).

Written Communication (WC) ▶ 3 Credits

Written Communication courses will teach writing as a means of conveying information, analyzing evidence; arguing positions; and evaluating and reflecting upon ideas and experience. While individual instructors will design specific assignments to address these aims, in general the sequence of writing tasks will move from personal to argumentative writing as students broaden their range of writing abilities.

Quantitative Reasoning (QR) ▶ 3-4 Credits

Quantitative Reasoning courses are foundational-level courses in which students will be introduced to the collection, analysis, and communication of quantitative information, skills which are increasingly important in our data-driven world. Through this process, students will use mathematical and statistical models to understand past behavior and make predictions regarding various real-world situations. In addition, students will learn common pitfalls and abuses in the manipulation and communication of data.

Explorations Courses (12-14 Credits)

Explorations courses allow students to discover interests, experience learning in a variety of disciplines, and examine issues from multiple perspectives. Students must complete a minimum of four courses and must take one course from each of the following categories:

Creativity, Aesthetics, & Design (EC) ▶ 3 Credits

Students will learn to make or interpret creative works, or both. Creative works produce and reflect the conventions, histories, and traditions of the field from which those works emerge, whatever form they take, and grow out of sustained intellectual inquiry. Students will recognize that creative work provides distinctive ways to engage the world and the experience of being human.

Identity, Culture, & Society (EI) ▶ 3 Credits

Courses in the Identity, Culture, and Society category examine the reciprocal impact of society and culture on individual identity, and of individuals on society and culture. Emphasis is placed on analyzing society and culture as they shape human behavior; evaluating how social variables (e.g., ethnicity, race, age, gender, class or religion) influence human interaction; and interpreting

the nature of human identity. A course in this category may be situated in a particular academic discipline, but also incorporates perspectives from another discipline.

Scientific Inquiry and Innovation (ES) ▶ 3-4 Credits

Courses within the Scientific Inquiry and Innovation category provide opportunities for students to participate in the process of scientific inquiry, investigation and discovery. Students will address a question using the scientific method, connect their results to broader topics, and appropriately communicate their investigation. In addition, students can expect to gain an understanding of what careers exist in science as well as the overall application of science to a greater worldview.

Explorations courses may count toward the fulfillment of major requirements, however, no more than one course applied to each major may also be applied to an Explorations category requirement.

Vocations Courses (9 Credits)

Vocations courses are an invitation for students to explore key elements of the Catholic Tradition, the application of ethical principles, and issues of justice and community as they reflectively consider their own life path and purpose. Students must take one course in each of the following areas:

Catholic Traditions (CT) ▶ 3 Credits

Catholic Traditions is the introductory category within the Vocations area, and serves as a pre-requisite to both Values in Action and Call to Participation. By promoting reflective thinking about the religious dimensions of human experience, courses within the category introduce students to the Catholic worldview, in which God's love can be seen and experienced in and through all tangible things. Regardless of whether courses analyze the Catholic worldview from within Catholicism or compare and contrast it to religious traditions beyond Catholicism, courses in the category will further students' self-understanding of their capacity to contribute responsibly to society through their discerned call to participation in the world. Courses within the category are taught from diverse disciplinary perspectives.

Values in Action (VX) ▶ 3 Credits

The Values in Action category develops aptitude for ethical decision making via active learning, reflective thinking, and responsible contributing in keeping with the mission and identity of Loras College. VA courses promote values discernment for ethical decision making, engage principled ethical perspectives, and integrate relevant aspects of the Catholic moral tradition. VA courses are oriented towards developing student abilities for applying moral principles within particular fields or contexts as well as reflection upon that application. Courses within the category are taught from diverse disciplinary perspectives and may fulfill both the general education requirement as well as specific major and/or minor requirements.

Call to Participation (CP) ▶ 3 Credits

Call to Participation courses focus on developing the disposition of responsible contributing. Courses engage questions about the nature, limits, and diverse forms of democracy. Students employ a Catholic Social Teaching (CST) framework through which they can evaluate and reflect on social problems, policies, or collective decisions. Questions considered include how access to economic, social, political, and cultural capital differ on the basis of, and can serve to define, group-identities. As the final course in the Vocations category, students reflect on their ever-

evolving understanding of community needs and the grounds on which they are called to participate in meeting these needs.

Integrative Capstone (IN)

Taken as part of a major, the Integrative Capstone requires students evaluate the relationship between their emerging vocational identity and their curricular and co-curricular experiences. This evaluation builds on past exercises in reflecting thinking about vocation in the First-Year Experience, Catholic Traditions, and Call to Participation courses. Students must take one course designated as an Integrative Capstone (IN).

THE (FEV) GENERAL EDUCATION REQUIRED COURSES

Foundations Courses (12-13 credits)

Students must complete one course in each category.

Engaging Differences	3 credits
Engaging Communities	3 credits
Written Communication	3 credits
Quantitative Reasoning	3-4 credits

Explorations Courses (12-14 credits)

Students must complete a minimum of four courses and must take one course from each category.

Explorations courses may count toward the fulfillment of major requirements, however, no more than one course applied to each major may also be applied to an explorations category requirement.

Creativity, Aesthetics, & Design (EC)	3 credits
Identity, Culture, & Society (EI)	3 credits
Scientific Inquiry & Innovation (ES)	3-4 credits
Additional Course	3-4 credits

Vocations Courses (9 credits)

Students must complete one course in each category.

Catholic Traditions (CT)	3 credits
Values in Action (VX)	3 credits
Call to Participation (CT)	3 credits

Integrative Capstone (IN) (credits may vary)

Students must complete one IN designated course as part of the completion of a major.

January Term

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. All first year students are required to enroll in a January term course during their first January. 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>.

Note: Course offerings can be viewed on the IQ Main Page at:
<https://lorasedu.sharepoint.com/Academics/IQ/Pages/default.aspx>

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-101/Engaging Differences (FD)

First Year (spring): CTL-230/The Displaced Person (CT)

Junior Year (fall): CTL-274/All for One (AI) clustered with CTL-277/Belief, Unbelief & the Good Life (AV)

Junior Year (J-term): CTL-260, 262, or 265 (Church in Italy)

Senior Year (fall): CTL-490/Seminar on Leadership and Social Justice

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 3.300 at the beginning of their second-to-last semester at the college and maintain a minimum cumulative GPA of 3.300 upon graduation
- Honors general education courses: (FD) Engaging Differences, (FC) Engaging Communities, Catholic Traditions (CT)
- 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 (HON) courses with a general education identifier fulfill the college general education requirements. Students in the Honors program will take HON sections of Engaging Differences (FD), Engaging Communities (FC), and Catholic Traditions (CT). Students in the Breitbart Catholic Thinkers and Leaders Program do not take Honors sections of Engaging Differences (FD), Engaging Communities (FC), or Catholic Traditions (CT). 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.

3+2 NURSING DUAL DEGREE PROGRAM

Loras College and Northeast Iowa Community College have a Memorandum of Understanding to jointly offer 3+2 Nursing Dual Degree Program. Under the MoU, Loras students complete coursework in general education and their academic major during the first three years at Loras. Also during this time period, students must successfully complete coursework in anatomy and physiology, nutrition, a January term course that qualifies them to take the Certified Nursing Assistant exam, followed by an online

dosage calculation course to prepare them to take the Health Education Systems Incorporated (HESI) nursing admission exam.

In addition to achieving specific minimum course grades, students must receive a passing score on both exams to gain admission to the program. Students complete their nursing coursework at the NICC Peosta campus typically in their fourth and fifth years and complete their clinical rotations in Dubuque. Upon successful completion of the fifth year, students are awarded their Bachelor of Arts or Bachelor of Science Degree from Loras College, their Associate's Degree in Nursing from NICC and will be eligible to write the National Council Licensure Exam (NCLEX) to become a registered nurse with the added credential of a bachelor's degree. The currently approved majors are Kinesiology and Spanish.

Entrance and Degree requirements are:

1. Students will successfully complete the following requirements in order to gain admittance to the NICC – Loras Nursing Partnership Program:
 - a. CNA course – must be taken at Loras College
 - b. Dosage Calculation
 - c. Anatomy & Physiology I & II
 - d. Nutrition
 - e. Pass the HESI Exam
2. Loras College students may register for courses at Northeast Iowa Community College provided they satisfy the prerequisite of the particular course or the admission criteria for a particular program of study. For example, a student cannot take PNN:183 Introduction to Nursing Concepts without being officially accepted into that program of study.
3. Loras College students earn an Associate degree from Northeast Iowa Community College, while simultaneously earning credits toward their Bachelor's degree at Loras College, so long as they satisfy these degree requirements:
 - a. Completion of no less than 60 semester hours at Loras College.
 - b. Completion of no less than 18 semester hours at Northeast Iowa Community College.
 - c. A cumulative grade point average of at least 2.200 at Northeast Iowa Community College.
 - d. Enrollment at Northeast Iowa Community College during the semester that the degree is anticipated.
4. All students must complete the Degree requirements listed in this Bulletin, to include the major requirements for the approved majors for this program.

POSTBACCALAUREATE PRE-MEDICAL/PRE-HEALTH PROGRAM

The mission of the Loras Postbaccalaureate Pre-Medical/Pre-Health program is to provide students who have already received their bachelor's degree in a non-science discipline with the necessary undergraduate prerequisite science classes related to admission to health oriented professional programs like medicine, dentistry, optometry, podiatry, physical therapy, physician assistant, or veterinary medicine. The program also provides individual advising, standardized exam guidance, and co-curricular opportunities that can be tailored to the individual student's background and goals.

Postbaccalaureate Pre-Medical/Pre-Health Program Goals:

- To provide students the opportunity to complete science classes commonly required for entrance to health profession schools within a 12-month period as a full-time student (an individualized plan to complete prerequisite courses with a longer time frame may be developed depending on the health profession school students wish to enter).
- To provide students with personal advising from the Program Director and faculty teaching in the program.
- To provide students with guidance in the application process for Health Profession Schools.
- To provide students with guidance in the preparation for Admission Tests (MCAT, DAT, DA-CAT, OAT, GRE).
- To facilitate shadowing of health professionals in a hospital and practice setting, as well as research and community volunteering opportunities.
- To provide a committee letter of evaluation for the professional program of choice.

Admission Requirements:

- A bachelor's degree by the time of enrollment, with no or only a few natural science lab or classes taken. (If student has taken some of the prerequisite classes already, the Program Director needs to be contacted to discuss eligibility).
- Strong academic ability, evidenced by a cumulative undergraduate GPA of at least 3.000. A holistic admission decision will be based on multiple factors, including ACT/SAT scores, motivation for becoming a physician (or other healthcare profession), work history, volunteer activities, and other extracurricular involvement. An admission committee consisting of several science faculty and the Program Director will make a decision about admission to the program.
- US citizen or permanent resident. (International students interested in specific coursework should please contact the Program Director).

Courses offered in the program:

All courses are held in-person on the Loras College campus. The 12-month program completion timeline can only be met when the student begins the program full-time in the Summer term. A longer personalized schedule may be possible for students beginning the program in the Fall or Spring term, depending on the future health professional program of choice of each student. Students are expected to successfully complete all courses during the program.

Courses in the program are:

- L.CHE-111 - General Chemistry I with lab (4 credits)
- L.CHE-112 - General Chemistry II with lab (4 credits)
- L.BIO-115 - Principles of Biology I with lab (Introductory cell biology and genetics) (4 credits)
- L.CHE-235 - Organic Chemistry with lab (5 credits)
- L.BIO-420 - Vertebrate Physiology with lab (4 credits)
- L.CHE-335 - Biochemistry with lab (4 credits)
- L.PHY-210 - Physics I with lab-QR (4 credits)
- L.PHY-211 - Physics II with lab (4 credits)
- L.BIO-348 - Immunology (3 credits)
- L.BIO-279 - Biostatistics (3 credits)
- L.PSY-101 - Psychology (3 credits)
- L.SOC-115 - Sociology-EI (3 credits)
- L.EXP-140 - Health Profession Experience (CNA course) (3 credits)

- L.CHE-200 - Intensive Research (3 credits)
- L.BIO-365 - Human Anatomy with cadaver lab (4 credits)
- L.BIO-410 - Cellular and Molecular Biology with lab (4 credits)
- L.BIO-250 - Genetics with lab (4 credits)
- Study abroad health-related courses (if available) (3 credits)
- Health care provider shadowing/observations (0 credits)

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 AND ROTC PROGRAM

Military science courses and Army SROTC is available through cross-registration at the University of Dubuque. For more information, contact the Military Science Department 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

Bradley Cavanaugh, M.S.W., 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 - minor
- Finance
- Mgmt Information Systems - minor
- Marketing
- Sport Management
- Financial Planning & Wealth Management (CFP) – minor

Division of Communication & Fine Arts

Craig Schaefer, M.A., Chair

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

Division of Language & Literature

Kate McCarthy-Gilmore, Ph.D., Chair

- English: Literature
- English: Creative Writing
- Spanish
- Irish Studies - minor
- Rhetoric and Public Writing - minor

- English – minor

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

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

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

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

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

Christoffer Lammer-Heindel, Ph.D., Chair

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

ACADEMIC PROGRAMS OF STUDY

Majors:

Accounting
Graduate Athletic Training
Biochemistry
Biological Research
Biology
Business Administration
Business Analytics
Chemistry
Chemistry/Secondary Education
Computer Science
Criminal Justice
Data Science
Engineering
English: Creative Writing
English: Literature
Finance
History
International Studies
Kinesiology
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:

Accounting
Analytics
Applied Physics
Biology
Business
Catholic Studies
Chemistry
Coaching
Computer Science
Criminal Justice
Economics
Engineering
English
Ethics
Financial Planning Wealth MGT
Gender Studies
History
International Studies
Irish Studies
Journalism
Management Information Systems
Mathematics
Media Studies
Music: Instrumental
Music: Liturgical
Music: Vocal
Neuroscience
Peace & Justice
Philosophy
Politics
Psychology
Public Relations
Religious Studies
Rhetoric & Public Writing
Sociology
Spanish
Sustainability

Pre-Professional Advising Areas:

Chiropractic

Dentistry

Law

Medicine

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 2.000 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.COM-110: Oral Communication as Critical Inquiry	3
2	L.ACC-227: Managerial Accounting	3
3	L.ACC-228: Financial Accounting	3
4	L.BUS-317: Business Law I	3
5	L.BUS-350: Managerial Finance	3
6	L.CIT-221: Data Analysis	3
Select one from Req 7		
7	L.BUS-250: Business Statistics	3
7	L.MAT-115: Statistics-FM, QR	4
7	L.MAT-220: Probability & Statistics-QR	3
Select one from Req 8		
8	L.ECO-221: Principles of Microeconomics-QR	3
8	L.ECO-222: Principles of Macroeconomics-QR	3

9	Elective: L.BAN, BUS, CFP, CIT, or ECO	3
10	Elective: L.BAN, BUS, CFP, CIT, or ECO	3
11	Elective: L.BAN, BUS, CFP, CIT, or ECO	3
12	L.ACC-331: Intermediate Financial Accounting I	3
13	L.ACC-332: Intermediate Financial Accounting II	3
14	L.ACC-343: Cost Accounting	3
15	L.ACC-450: Auditing	3
16	L.ACC-455: Federal Income Tax I	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
19	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
57 to 58 total required credits		

Requirements for the minor in Accounting:

A student must earn a cumulative average of 2.000 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-L.PHY-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-QR	5
5	L.PHY-224: Physics for Scientists and Engineers II	5
6	L.PHY-290: Physics Lab I-QR	0
7	L.PHY-291: Physics Lab II-QR	0
8	L.PHY-331: Modern Physics	3
9	L.MAT-260: Analytic Geometry and Calculus III	4
29 total required credits		

ATHLETIC TRAINING (3+2 with Kinesiology)

Division of Molecular, Life & Health Sciences

Kate Cooper, Ph.D., Chair

Molly Figgins, M.S., Program Director

Requirements for obtaining a Master of Athletic Training Degree (MAT):

Athletic Training is a graduate program of study at Loras College resulting in a Master of Athletic Training (MAT) degree. Loras undergraduate students interested in athletic training are encouraged to pursue the 3+2 degree option where the requirements of the Kinesiology program are completed in roughly three years. The requirements for the Master of Athletic Training program are completed in the final two years. For further information see the Bachelor of Arts in Kinesiology Degree requirements, and the Graduate Bulletin for the Master of Athletic Training degree requirements.

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 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 – Biology 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.

Student Learning Outcomes – Biology Research	
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 biological research major must be completed with a cumulative 2.000 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-487, 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	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-QR	4
15	L.PHY-223: Physics for Scientists and Engineers I-QR	5
16	L.BIO-487: Senior Seminar Research 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 2.000 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	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-QR	4
16	L.PHY-223: Physics for Scientists and Engineers I-QR	5
16	L.PHY-230: Modern Physics	3
53 to 56 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 (L.BIO-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.BIO-489 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 2.000 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.COM-110: Oral Communication as Critical Inquiry	3
2	L.ECO-221: Principles of Microeconomics-QR	3
3	L.ACC-227: Managerial Accounting	3
4	L.BAN-210: Essentials of Analytics	3
Select one from Req. 5		
5	L.CIT-110: Principles of Computing & IT	3
5	L.CIT-221: Data Analysis	3
6	L.BUS-230: Principles of Management	3
7	L.BUS-240: Principles of Marketing	3
Select one from Req. 8		
8	L.MAT-115: Statistics-FM, QR	4

8	L.MAT-220: Probability and Statistics-QR	3
8	L.BUS-250: Business Statistics	3
9	L.BUS-317: Business Law I	3
10	L.BUS-350: Managerial Finance	3
11	L.BUS-335: Human Resource Management	3
12	L.BUS-433: Global Leadership	3
13	Elective: ACC/BAN/BUS/CFP 300+	3
14	Elective: ACC/BAN/BUS/CFP 300+	3
15	L.BUS-490: Business Seminar	3
45-46 total required credits		

Requirements for the minor in Business:

A student must earn a cumulative average of 2.000 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-QR	3
4	L.ECO-222: Principles of Macroeconomics-QR	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 2.000 or better in all coursework toward their major.

Req	Course	Cr's
1	L.COM-110: Oral Communication as Critical Inquiry	3
2	L.MAT-150: Calculus	4
3	L.ACC-227: Managerial Accounting	3
4	L.BUS-230: Principles of Management	3
5	L.BUS-240: Principles of Marketing	3
6	L.BUS-350: Managerial Finance	3
7	L.CIT-221: Data Analysis	3
8	L.BAN-310: Data Visualization	3
9	L.BAN-340: Innovation	3
10	L.BUS-490: Business Seminar	3
Select one from Req. 11		
11	L.CSC-115: Introduction to Programming	4
11	L.EGR-116: Intro to Programming with Robotics-ES	4
Select one from Req. 12		
12	L.BAN-210: Essentials of Analytics	3
12	L.DAT-100: Overview of Data Science-QR	3
Select one from Req. 13		
13	L.BUS-250: Business Statistics	3
13	L.MAT-115: Statistics-FM, QR	4
13	L.MAT-220: Probability and Statistics-QR	3
Select one from Req. 14		
14	L.DAT-200: Tools & Methods for Analytics	3
14	L.BAN-330: Introduction to Data Science	3
Select one from Req. 15		
15	L.BAN-320: Predictive Modeling	3
15	L.CSC-340: Machine Learning (pre-requisite of L.CSC-225)	3
Select one from Req. 16		
16	L.CIT-318: Database Management	3
16	L.BAN-460: Big Data Analytics (pre-requisite of L.CSC-225)	3

Select one from Req. 17		
17	L.BAN-300: Applied Analytics	3
17	L.BAN-450: Marketing Analytics	3
53-54 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, QR	4
2	L.MAT-220: Probability and Statistics-QR	3
2	L.PSY-211: Research Methods and Statistics	3
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.CSC-340: Machine Learning	3
6	L.BAN-460: Big Data Analytics	3
18-19 total required credits		

CATHOLIC STUDIES

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

Christoffer Lammer-Heindel, 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.RST-291: The Catholic Heritage	3
Select two from Req 2 (Philosophy, Religion and Theology)		
2	L.CTL-277 / L.RST-320: Belief, Unbelief and the Good Life-AV	3
2	L.PHI-278: Bioethics, Society and Culture	3

2	L.PHI-301 / L.RST-370: Foundations of Ethics (cross-listed as L.RST-370)	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-350: Human Identity in Community-AI	3
2	L.RST-110: Jesus and the Gospels-EI	3
2	L.RST-150: Community of Hope-EI	3
2	L.RST-160: Worship: Foretaste of Heaven-EC	3
2	L.RST-229: Catholic Church in Latin America	3
2	L.RST-256: Foundations for Ministry	3
2	L.RST-262: Eucharist: Banquet of Justice	3
2	L.RST-276: Christian Sexual Morality-AV	3
2	L.RST-285 / L.PHI-235: Science, Faith, and Knowledge	3
2	L.RST-318: Seminar on the Letters of St. Paul	3
2	L.RST-321: Councils, Creeds and Culture-AC	3
2	L.RST-331: Christ and Culture-AC	3
2	L.RST-360: Sacraments: Catholic Identity in Community-AI	3
2	L.RST-371: Catholic Social Teaching	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-243: The Crusades-EI	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.PHI-376: Philosophy and the Rise of Christianity-AC	3
3	L.POL-321: War and Pacifism-AV, VX	3
3	L.RST-171: Intro to Peace & Justice	3
3	L.RST-227 / L.CTL-262: Little Less Than a God-AC	3
3	L.RST-228 / L.CTL-263: Martyrs, Mendicants, Masterpieces-AC	3
3	L.RST-251 / L.CTL-264: Catholicism Encounters Modernity-AC	3
3	L.RST-258 / L.CTL-260: Communication for Communion-AC	3
Select one from Req 4 (Literature and the Arts)		
4	L.ENG-255 / L.CTL-274: 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.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.RST-215: God's Literature: Introduction to New Testament-AA	3
4	L.RST-268: Roman Catholic Sacred Spaces-AA	3
4	L.RST-310: Bible and Literature	3
4	L.RST-367: 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 Loras College Chemistry program provides a comprehensive scientific foundation within a liberal arts tradition. We develop the connection between the molecular and macroscopic worlds and equip our students to make meaningful contributions for the common good. Students grow in their capacity to solve problems and understand scientific inquiry through immersion in original, independent research. The program intentionally builds a community between the students, faculty, and alumni that supports students in realizing their personal, academic, and professional goals.

The Chemistry program includes biochemistry, chemistry, and chemistry for secondary education majors. These majors support those interested in health science, industry, environmental science, laboratories, patent law, forensics, research, biotechnology, and graduate study.

The required and supporting courses for majors must be completed with a cumulative 2.000 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.):

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: Program Director 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-QR	4
20a	L.PHY-211: Elements of Physics II	4
20b	L.PHY-223: Physics for Scientists and Engineers I-QR	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.):

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-QR	4
20a	L.PHY-211: Elements of Physics II	4
20b	L.PHY-223: Physics for Scientists and Engineers I-QR	5
20b	L.PHY-224: Physics for Scientists and Engineers II	5
65 to 68 total required credits		

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

Students in this major must also be majoring in Secondary Education.

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-QR	4
14	L.PHY-211: Elements of Physics II	4
15	L.MAT-150: Calculus of One Variable I	4
46 to 47 total required credits		

Requirements for the minor in Chemistry:

No more than one of the electives below can also count toward general education requirements. At least 4 credits must be completed at Loras College.

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-200+ Elective	3-4
3	L.CHE-200+ Elective	3-4
3	L.CHE-200+ Elective	3-4
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 computer science.
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 computer science.

Student Learning Outcomes – Computer Science

6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

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

Courses taken for the major must have a cumulative GPA of 2.000.

Req	Course	Cr's
1	L.MAT-150: Calculus of One Variable I-FM	4
2	L.MAT-230: Discrete Mathematics	4
Select one from Req. 3		
3	L.CSC-115: Introduction to Programming	4
3	L.EGR-116: Intro to Programming with Robotics-ES	4
4	L.CSC-225: Data Structures & Algorithms	4
5	L.CSC-319: Computer Organization & Architecture	4
6	L.CSC-325: Algorithm Design & Analysis	3
7	L.CSC-337: Database Programming	3
8	L.CSC-490: Capstone Project I	3
9	L.CSC-491: Capstone Project II	3
Select at least ten credits from Req 10		
10	L.BAN-460: Big Data Analytics	3
10	L.CSC-310: Artificial Intelligence	3
10	L.CSC-311: Human Computer Interaction	3
10	L.CSC-332: Web Programming	3
10	L.CSC-340: Machine Learning	3
10	L.CSC-350: Computer Graphics	3
10	L.CSC-440: Operating Systems	3
42 total required credits		

Requirements for the minor in Computer Science:

Courses taken for the minor must have a cumulative GPA of 2.000.

Req	Course	Cr's
Select one from Req 1		
1	L.CSC-115: Introduction to Programming	4
1	L.EGR-116: Intro to Programming with Robotics-ES	4
2	L.CSC-225: Data Structures & Algorithms	4
Select four from Req 3		
3	L.BAN-460: Big Data Analytics	3
3	L.CSC-310: Artificial Intelligence	3
3	L.CSC-311: Human Computer Interaction	3
3	L.CSC-319: Computer Organization & Architecture	4
3	L.CSC-325: Algorithm Design & Analysis	3
3	L.CSC-332: Web Programming	3
3	L.CSC-337: Database Programming	3
3	L.CSC-340: Machine Learning	3

3	L.CSC-350: Computer Graphics	3
3	L.CSC-440: Operating Systems	3
20 to 21 total required credits		

CRIMINAL JUSTICE

Division of Teacher Education & Behavioral Sciences

Bradley M. Cavanagh, M.S.W., 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 2.000. 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-251: Introduction to Policing	3
4	L.CRJ-252: Criminology	3
5	L.CRJ-253: Introduction to Corrections	3
6	L.CRJ-320: Juvenile Delinquency and Justice	3
7	L.CRJ-323: Research Methods in Criminal Justice	4
8	L.CRJ-480: Senior Seminar-PJ	3
9	L.CRJ-490: Criminal Justice Field Instruction	3 to 9
Select one to three courses from Req 10:		
10	L.CRJ-260: Victimology	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
37-43 total required credits		

Requirements for the minor in Criminal Justice:

Required and elective courses in the CJ minor must have a cumulative GPA of 2.000. 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-251: Introduction to Policing	3
3	L.CRJ-252: Criminology	3
4	L.CRJ-253: Introduction to Corrections	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		

DATA SCIENCE**Division of Mathematics, Engineering & Computer Science**

Robert Keller, Ph.D., Chair

Data Science is an interdisciplinary field of study, drawing primarily from mathematics, statistics, and computer science. The major in Data Science combines coursework from these areas with a separate disciplinary focus so that an undergraduate majoring in Data Science may have ample opportunity to apply analytical techniques to problems of interest. This major will prepare students to utilize skills and practices of data science, thereby preparing them for many careers, connecting to a wide range of areas of study. It will teach students a variety of ways to use data to discover findings and communicate those findings appropriately. This program will also contribute to the application of and growth of data science in ethical ways.

Student Learning Outcomes – Data Science	
1.	Import and clean data from a variety of sources and qualities using appropriate technologies for storage and retrieval.
2.	Select and employ appropriate mathematical, computational, or statistical methods for analyzing and visualizing data.
3.	Apply appropriate models and techniques to gain insights to and answer questions from chosen disciplinary focus.
4.	Effectively use knowledge (skills and conceptual understanding) from computing, mathematics, and statistics.
5.	Independently learn new methodologies and technologies in the field of data science.
6.	Communicate information clearly in multiple modes in audience-appropriate formats including written, oral, visual, and interactive means
7.	Demonstrate a knowledge of the ethical, professional, and disciplinary standards in data science and their content focus, and consistently apply ethical processes

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

Req	Course	Cr's
1	L.DAT-100: Overview of Data Science-QR	3
Select one from Req 2:		
2	L.CSC-115: Introduction to Programming	4

2	L.EGR-116: Introduction to Robotics Programming-ES	4
3	L.MAT-150: Calculus of One Variable I-FM	4
4	L.BAN-310: Data Visualization	3
5	L.DAT-200: Tools & Methods for Analytics	3
6	L.MAT-220: Probability and Statistics-QR	3
7	L.CSC-225: Data Structures & Algorithms	4
Select one from Req 8:		
8	L.MAT-250: Linear Algebra	3
8	L.MAT-260: Multivariable Calculus	4
9	L.CSC-337: Database Programming	3
10	L.CSC-340: Machine Learning	3
11	L.MAT-420: Statistical Learning	3
12	L.BAN-460: Big Data Analytics	3
13	L.DAT-490: Capstone	3
14	Content Basics within Disciplinary Focus (100-200 level course)	3-4
15	Content Basics within Disciplinary Focus (200-300 level course)	3-4
16	Content Basics within Disciplinary Focus (200-300 level course)	3-4
17	Content Basics within Disciplinary Focus (300-400 level course)	3-4
54-59 total required credits		

ECONOMICS

Francis J. Noonan School of Business

James Padilla, J.D., Dean

The Economics minor at Loras College provides a basic foundation in economic analysis. Students will gain a good understanding of how economic activities are carried out in markets and everyday life, the causes of business cycles, and the determinants of microeconomic and macroeconomic conditions. The program provides students with tools to evaluate and critique alternative economic policies. Students will also learn to use evidence-based reasoning and apply theories to solve real-world problems in government, business, and non-profit fields as well as in one's private life.

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 math requirement (L.MAT-115 or L.BUS-250) by the end of their sophomore year.

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-QR	3
2	L.ECO-222: Principles of Macroeconomics-QR	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 complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. 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.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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-233: 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-QR	5
10	L.PHY-224: Physics for Engineers II	5
11	L.PHY-290: Physics Lab I-QR	0
12	L.PHY-291: Physics Lab II	0
13	L.EGR-105: Introduction to Engineering Design-EC	3
14	L.EGR-116: Intro to Programming with Robotics-ES	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 Astronautics	3
27	L.CSC-225: Data Structures & Algorithms	4
27	L.CSC-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
89-90 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.CSC-225: Data Structures & Algorithms	4
3	L.CSC-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	4
7	L.MAT-310: Ordinary Differential Equations	3
8	L.PHY-223: Physics for Engineers I-QR	5
9	L.PHY-224: Physics for Engineers II	5
10	L.PHY-290: Physics Lab I-QR	0
11	L.PHY-291: Physics Lab II-QR	0
12	L.EGR-105: Introduction to Engineering Design-EC	3
13	L.EGR-116: Intro to Programming with Robotics-ES	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.CSC-325: Algorithm Design & Analysis	3
21	L.CSC-440: Operating Systems	3
Select one from Req 22: Computer Science Elective		
22	L.CSC-332: Web Programming	3
22	L.CSC-310: Artificial Intelligence	3
22	L.CSC-311: Human Computer Interaction	3
22	L.CSC-340: Machine Learning	3
22	L.CSC-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
79-80 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.CSC-225: Data Structures & Algorithms	4
3	L.CSC-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-QR	5
9	L.PHY-224: Physics for Engineers II	5
10	L.PHY-290: Physics Lab I-QR	0
11	L.PHY-291: Physics Lab II-QR	0
12	L.EGR-105: Introduction to Engineering Design-EC	3
13	L.EGR-116: Intro to Programming with Robotics-ES	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.CSC-325: Algorithm Design & Analysis	3
25	L.CSC-332: Web Programming	3
25	L.CSC-440: Operating Systems	3
25	L.CSC-310: Artificial Intelligence	3
25	L.CSC-311: Human Computer Interaction	3
25	L.CSC-340: Machine Learning	3
25	L.CSC-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: Introduction to Engineering Design-EC	3
2	L.EGR-231: Engineering Statics	3
3	L.PHY-223: Physics for Engineers I-QR	5
4	L.MAT-150: Calculus of One Variable I	4
5	L.MAT-160: Calculus of One Variable II	4
Select two from Req 6		
6	L.EGR-116: Intro to Programming with Robotics-ES	4
6	L.EGR-232: Engineering Dynamics	3
6	L.EGR-236: Properties and Mechanics of Materials	4
6	L.EGR-200: Engineering Prototyping	3
6	L.EGR-250: NASA Astronautics	3
6	L.EGR-308: Biomechanics & Biomaterials	3
6	L.EGR-333: Fluid Mechanics	3
6	L.EGR-334: Thermodynamics	3
6	L.EGR-335: Electronic Circuits	3
6	L.EGR-342: Modeling & Control of Dynamics Systems	3
25 to 27 total required credits		

ENGLISH**Division of Language & Literature**

Kate McCarthy-Gilmore, Ph.D., Chair

The English program offers majors in Creative Writing and Literature, and many students choose to double major in both. The program also offers minors in English and in Rhetoric & Public Writing.

Double Major in Literature & Creative Writing (B.A.):

Students must complete 33 literature credits plus a Senior Literature Capstone, as well as 18 creative writing credits plus a Senior Thesis Seminar. They also must defend both a Literature Capstone paper, and a Creative Writing Thesis.

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

The Creative Writing major at Loras College offers extraordinary depth and range, together with the kind of close, sustained faculty mentoring which is only possible at a small college. Students choose from introductory and advanced courses in Fiction, Poetry, and Creative Nonfiction, along with specialized courses in Screenwriting; Nature Writing; Fantastic Fiction; Writing for New Media; Writing as Social Action; Rhetoric & Political Engagement, Grant & Proposal Writing; and Revision, Editing & Publishing.

Our Creative Writing majors are introduced to rigorous critical reading in Literary Studies, sharpen their analytical skills in Literary Criticism, and choose several courses from the whole history of

English and American literature, in all genres, and from selected courses in Irish, Canadian, Russian, and World literatures. Students will be required to defend a senior creative writing 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 is common to all Literature and Creative Writing majors).
2.	Demonstrate the rhetorical skills required to make a persuasive and insightful written argument using evidence from a literary text. (Goal #2 is common to all Literature and Creative 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.):

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-EC	3
1c	L.ENG-239: Creative Nonfiction Writing-AA, EC	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 Literature course (not general education)	3
6	L.ENG-200+: One additional Literature course (not general education)	3
7	L.ENG-200+: One additional Literature course (not general education)	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-EC	3
2	L.ENG-285: Modern Irish Culture & Literature	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	3
6	L.ENG-351: Milton & 17th-Century Literature	3
7	L.ENG-200+: One additional Literature course (not general education)	3
8	L.ENG-200+: One additional 200+ Literature course (not general education)	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 1 (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	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-EC	3
3	L.ENG-237: Fiction Writing	3
3	L.ENG-238: Poetry Writing	3
3	L.ENG-239: Creative Nonfiction Writing-AA, EC	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-EI	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 Req. 5:		
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-EC	3
5	Elective: L.ENG-239: Creative Nonfiction Writing-AA, EC	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	L.CIT-320: Web Publishing	3
Select one from Req. 6		
6	Elective: L.COM-325: Political Campaign Communication (J-term)	3
6	Elective: L.PHI-315: Communication Ethics-AV, VX	3
6	Elective: L.POL-101: Issues in American Politics-EI	3
6	Elective: L.POL-121: Issues in Global Politics-EI	3
6	Elective: L.POL-201: Campaigns & Elections	3
6	Elective: L.POL-203: The Road to the White House	3
6	Elective: L.PSY-190: The Working Poor (J-Term)	3
6	Elective: L.RST-371: Catholic Social Teachings	3
6	Elective: L.SOC-254: Race & Ethnicity	3
6	Elective: L.SOC-216: Social Problems	3
6	Elective: L.SOC-375: Social Movements	3
6	Elective: L.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		

COURSES

ENGLISH: CREATIVE WRITING

- L.ENG-236: Writing the Midwest Landscape
- L.ENG-237: Fiction Writing
- L.ENG-238: Poetry Writing
- L.ENG-239: Creative Nonfiction Writing-AA, EC
- L.ENG-370: Fantastic Fiction
- L.ENG-371: Screenwriting
- 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-105: College Writing-WC

L.ENG-111: Critical Writing-WC

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, EC

L.ENG-241: Mississippi River: Lore & Legacy-EC

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, EC

L.ENG-252: The Law in American Film & Fiction-AA, EI

L.ENG-253: Native Voices, Native Lives-EC

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-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, EI

L.ENG-290: Canadian Imagination-AC, EC

L.ENG-291: Ancient Greek Literature-EC

L.ENG-292: Ancient Latin Literature-EC

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: British Major Figures
 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
 LENG-391: Language Theory & Teaching of Writing
 L.ENG-468: Literary Criticism
 L.ENG-490: Senior Literature Capstone-PJ

ETHICS

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

Christoffer Lammer-Heindel, Ph.D., Chair

The minor in Interdisciplinary Ethics promotes the study of ethics and morality across disciplinary perspectives. Coursework includes both theoretical and applied ethics and integrates Christian and Catholic perspectives as distinctive of the Loras College mission. Coursework in this minor will study contemporary social ethical concerns, the nature of moral reasoning, historical development in ethical perspectives, distinctive features of the Catholic moral tradition, and the application of ethical norms to various disciplines and fields of study. The Interdisciplinary Ethics minor is 18 credits, with elective courses offered in multiple disciplines across the College. Students may complete concentrations within the minor through selection of electives and the research or practicum project chosen in the interdisciplinary integrative course. This course consists of directed experiential learning and/or research and a defense. Students will choose two faculty readers in addition to the course instructor. Usually the first reader will be chosen from within a student’s major program of study. The director of the minor will be the primary instructor of the interdisciplinary integrative course and will oversee all student research and practicum projects. Consult the website of the Division of Philosophical, Religious, Theological, Social & Cultural Studies for the current list of elective courses or contact the director of the minor. Students seeking a concentration in Catholic Business Leadership, Criminal Justice, or Philosophy should consult faculty members in the programs sponsoring these concentrations.

Student Learning Outcomes – Ethics
1. Demonstrate understanding of major ethical traditions through critical engagement with significant figures, theories, and issues in the history of ethics.
2. Recognize, assess, and critically engage contemporary ethical issues at the personal, social, and professional levels.
3. Employ the perspectives and resources of multiple disciplines to reflectively engage concerns and challenges in applied ethics.
4. Demonstrate understanding of distinctive elements of the Catholic of Moral Tradition and its contributions to contemporary ethical concerns.
5. Construct clear, cogent, and persuasive ethical arguments.

Requirements for the Minor in Ethics:

Req	Introductory Course	Cr's
1	Elective #1: Introductory Elective	3
Intermediate Courses		
2	L.RST-271: Catholic Social Teaching-VX	3
3	Elective #2: Professional Ethics Elective	3
4	Elective #3: Take one course 200+ level Elective	3
5	L.RST-370/L.PHI-301: Foundations of Ethics	3
Interdisciplinary Integrative Course		
6	L.ETH-400: Interdisciplinary Ethics Seminar: Research and Application	3
	<i>Prerequisites: L.RST-271: Catholic Social Teaching of L.RST-370/L.PHI-301: Foundations of Ethics. Course is restricted to Junior and Senior students only.</i>	
18 total required credits		

Introductory Course List:

1. PHI 110: Introduction to Philosophy – EI
2. PHI 111: Introduction to Philosophy (J-term) – EC
3. SCW 130: Introduction to Social Welfare – EI
4. SOC 101: Sociology in Action (J-term) – EI
5. SOC 115: Introduction to Sociology
6. BUS 254: From Mortgages to Madoff – EI (submitted)
7. LIB 276: Law/Tech/Informational Privacy - AI
8. BIO 259: Issues in Environmental Biology – ES

Professional Ethics Course List:

1. BUS 341: Marketing Ethics
2. CRJ 280: Ethical Considerations in Criminal Justice
3. EDU 203: Teaching for Social Justice
4. PHI 311: Business Ethics – VX
5. PHI 313: Environmental Ethics
6. PHI 315: Communication Ethics – VX
7. PHI 345: Sustainability Ethics – VX
8. SMG 270: Ethics in Sports - VX

Electives Course List:

1. BUS 260: Morals and Money
2. BUS 341: Marketing Ethics
3. CRJ 280: Ethical Considerations in Criminal Justice
4. ECO 236: Quest for Ethical Development
5. EXP 240: Global Service Learning (J-term) - VX
6. HIS XXX: Gandhi, Interfaith Peacebuilder - VX
7. PHI 345: Sustainability Ethics
8. PHI 311: Business Ethics - VX

9. PHI 313: Environmental Ethics
10. PHI 315: Communication Ethics - VX
11. POL 233: Jurisprudence
12. POL 321: Just War and Pacifism - VX
13. POL 308: American Public Policy
14. RST 273: Issues in Social Ethics Across Cultures (J-term)
15. RST 378: Social Justice Practicum
16. RST 276: Christian Sexual Morality
17. SCW 344: Social Policy Form and Analysis
18. SMG 270: Ethics in Sports - VX
19. SOC 390: Social Inequality in the U.S. – VX

**Additional courses currently in development*

FINANCE

Francis J. Noonan School of Business

James Padilla, J.D., Dean

The Loras College Finance program is designed to develop graduates who will be successful in their careers, while also taking care of the best interests of their clients, organizations, and communities. The goal of financial professionals is to help their clients and organizations (both for profit and non-profit) achieve their long-term goals. The Loras Finance curriculum is designed to prepare students for whichever path they choose to pursue in finance, including financial advising, wealth management, banking, insurance, investment analysis, or corporate finance.

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	
6.	The ability to analyze financial statements to evaluate company performance and strategy.
7.	The ability to apply time value of money concepts to analyze the capital budgeting decisions and capital structure choices of businesses
8.	Understanding of the concept of market efficiency and ability to analyze and evaluate/value a variety of financial assets
9.	Understanding of the multiple types of exchange rate risk and how analyzing and applying strategies companies use to mitigate this risk
10.	Analyzing the workings of financial markets and financial institutions and the importance of asymmetric information
11.	The ability to apply theoretical, classroom learning in real world settings
12.	Ability to effectively communicate financial analysis as expected across professional settings
13.	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.COM-110: Oral Communication as Critical Inquiry	3
2	L.ECO-221: Principles of Microeconomics-QR	3
3	L.ECO-222: Principles of Macroeconomics-QR	3
4	L.ACC-227: Managerial Accounting	3
5	L.ACC-228: Financial Accounting	3
6	L.BUS-230: Principles of Management	3
7	L.BUS-240: Principles of Marketing	3
Select one from Req. 8		
8	L.MAT-115: Statistics-FM, QR	4
8	L.MAT-220: Probability and Statistics-QR	3
8	L.BUS-250: Business Statistics	3
9	L.CIT-221: Data Analysis	3
10	L.BUS-350: Managerial Finance	3
11	L.BUS-352: Investments	3
12	L.BUS-353: Financial Institutions	3
13	L.BUS-351: International Finance	3
Select one from Req. 14		
14	L.BUS-358: LIFE Portfolio I	3
14	L.BUS-394: Internship (approved in Finance)	3
15	L.BUS-451: Intermediate Financial Management	3
16	L.BUS-490: Business Seminar	3
Select two from Req. 17		
17	L.BUS-358: LIFE Portfolio I (if not used above)	3
17	L.BUS-394: Internship (if not used above)	3
17	L.BUS-458: LIFE Portfolio II	3
17	L.CFP-300: Financial Planning & Risk Management	3

17	L.CFP-320: Personal Tax Planning	3
17	L.CFP-330: Retirement Planning & Employee Benefits	3
17	L.CFP-340: Estate Planning	3
Select one from Req. 18		
18	L.ACC-300+ (not L.ACC-394 or L.ACC-494)	3
18	L.BUS-317: Business Law I	3
18	L.BUS-344: Sales Management	3
18	L.CFP-300: Financial Planning & Risk Management (if not used above)	3
18	L.CFP-320: Personal Tax Planning (if not used above)	3
18	L.CFP-330: Retirement Planning & Employee Benefits (if not used above)	3
18	L.CFP-340: Estate Planning (if not used above)	3
18	L.ECO-345: Monetary Theory & Policy	3
18	L.ECO-419: Econometrics	3
57-58 total credits required		

FINANCIAL PLANNING AND WEALTH MANAGEMENT

Francis J. Noonan School of Business

Jim Padilla, J.D., Dean

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.

Requirements for the minor in Financial Planning and Wealth Management:

A student must earn a cumulative average of 2.000 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	3
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

Christoffer Lammer-Heindel, 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, EI	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

Christoffer Lammer-Heindel, 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 2.300 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.

REQUIRED COURSES WHICH MUST BE TAKEN AT LORAS

L.HIS-175 Themes in World History-EI (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-IN

Req	Course	Cr's
1	L.HIS-288: The Historian as Investigator	3
2	L.HIS-175: Themes in World History-EI (Required only for World and All Social Studies Teaching Endorsements; counts as an elective)	3
3	L.HIS-386: U.S. Survey for Teachers (Required only for United States and All Social Studies Teaching Endorsements; counts as an elective)	1-3
4	L.HIS-489: The Historical Thinker	3
5	L.HIS-490: The Professional Historian-IN	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
36 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-EI
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-148: Russian History through Novels-EC
L.HIS-245: The Celts-AC, EI
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-AA

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-IN
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, VX
L.HIS-285: The Arab-Israeli Conflict-EI
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, EI
L.HIS-230: Community & Identity in the American West-AI, EI
L.HIS-231: History of U.S. Sexuality-AV
L.HIS-235: Race & Gender Reform in the United States-AC, EI
L.HIS-239: United States Women's History-AC, EI
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

Christoffer Lammer-Heindel, 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-EI	3
2	L.ECO-222: Principles of Macroeconomics-QR	3
3	L.INS-489: Senior Seminar	3
4	L.HIS-175: Themes in World History-EI	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
Select one course from Req 1		
1	L.POL-121: Issues in Global Politics-EI	3
1	L.HIS-175 Themes in World History-EI	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

Kate McCarthy-Gilmore, 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)	3-12
Select between six to fifteen credits from Req 2 for a total of 18 credits in the minor.		
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, EC	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-287: Irish Women's Writing-AC, EI	3
2	L.ENG-343: British/Irish Poetry: 1900 to present	3
2	L.HIS-245: The Celts-AC, EI	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 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 2.250 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 2.250 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 GPA must be at least a 2.250 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
Select one from Req. 13		
13	L.KIN-439: Exercise Psychology	3
13	L.KIN-338: Sports 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: Lifespan Development	3
Select one from Req 16		
16	L.MAT-115: Statistics-FM, QR	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: Lifespan Development	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

Management Information Systems Major

The Management Information System (MIS) major is currently being phased out of the academic program offerings. Students cannot declare a major in MIS but are encouraged to look at declaring the minor.

Requirements for the minor in Management Information Systems:

A student must earn a cumulative average of 2.000 or better in all L.CSC, L.CIT, L.ACC, and L.BUS courses. Students may “double count” a maximum of 6 credits in a minor.

Req	Course	Cr's
1	L.CIT-110: 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.CSC-115: Introduction to Programming	4
4	L.CIT-317: Network Management	3
4	L.CIT-318: Database Management	3
4	L.CSC-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.CSC-332: Web Programming	3
4	L.CIT-485: Systems Engineering	3
18-19 total required credits		

MARKETING

Francis J. Noonan School of Business

James Padilla, J.D., Dean

Students must earn a cumulative average of 2.000 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.COM-110: Oral Communication as Critical Inquiry	3
2	L.ECO-221: Principles of Microeconomics-QR	3
3	L.ECO-222: Principles of Macroeconomics-QR	3
4	L.ACC-227: Managerial Accounting	3
5	L.ACC-228: Financial Accounting	3
Select one from Req. 6		
6	L.CIT-110: Principles of Computing & IT	3
6	L.CIT-221: Data Analysis	3

7	L.BAN-210: Essentials of Analytics	3
8	L.BUS-230: Principles of Management	4
9	L.BUS-240: Principles of Marketing	3
10	L.BUS-317: Business Law I	3
11	L.BUS-350: Managerial Finance	3
12	L.BUS-343: Marketing Management	3
13	L.BAN-450: Marketing Analytics	3
14	L.BUS-447: Marketing Research	3
15	L.BUS-490: Business Seminar	3
Select three from Req. 16		
16	L.BUS-341: Marketing Ethics-AV	3
16	L.BUS-344: Sales Management	3
16	L.BUS-345: Retail Administration	3
16	L.BUS-346: Advertising/Marketing Comm.	3
16	L.BUS-349: Consumer Behavior	3
16	L.BUS-348 International Marketing	3
54 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	4
4	L.MAT-250: Linear Algebra	3
5	L.MAT-260: Analytic Geometry and Calculus III	4
6	L.CSC-115: Introduction to Programming	4
Select one from Req 7		
7	L.CSC-225: Data Structures & Algorithms	4
7	L.PHY-223: Physics Scientist/Engineers I-QR	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-QR	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
42 to 44 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	4
4	L.MAT-220+: Additional L.MAT course	3 to 4
5	L.MAT-220+: Additional L.MAT course	3
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.):

Media Studies majors are required to receive a minimum grade of C in L.COM-131 and L.COM-485.

Media Studies majors are required to receive a minimum grade of C+ in L.COM-225. If the minimum is not achieved, the student must retake the course. A 2.25 cumulative grade point average is required of all media studies courses submitted for the major.

Req	Course	Cr's
1	L.COM-131: Media and Society-EI	3
2	L.COM-158: Introduction to Television Production-EC	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-IN	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	3

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	3
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 Media Studies:

Media Studies minors are required to receive a minimum grade of C in L.COM-131. Media Studies minors are required to receive a minimum grade of C+ in L.COM-225. If the minimum is not achieved, the student must retake the course. A 2.250 cumulative grade point average is required of all Media Studies courses submitted for the minor.

Req	Course	Cr's
1	L.COM-131: Media and Society-EI	3
2	L.COM-158: Introduction to Television Production-EC	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 credit taken 3 times)	3
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		

Requirements for the minor in Journalism:

Journalism minors are required to receive a minimum grade of C in L.COM-131. Journalism minors are required to receive a minimum grade of C+ in L.COM-225. If the minimum is not achieved, the student must retake the course. A 2.25 cumulative grade point average is required of all courses submitted for the minor.

Req	Course	Cr's
1	L.COM-131: Media and Society-EI	3
2	L.COM-158: Introduction to Television Production-EC	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-293 or L.COM-492: Practicum	1
Select one from Req 7		
7	L.COM-202: PR Writing	3
7	L.COM-264: Desktop Publishing	3
19 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 piano proficiency.
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.
9. Students will demonstrate fundamental aural proficiency.

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 class piano, 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-EC	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-103: Aural Skills I	1
4	L.MUS-104: Aural Skills II	1
5	L.MUS-203: Music Theory III	3
6	L.MUS-205: Aural Skills III	1
7	L.MUS-215: Western European Music History from Antiquity through 1750	3
8	L.MUS-216: Western European Music History from 1750 through Today	3
9	L.MUS-230: Basic Conducting	2
10	L.MUS-233: Curriculum and Instruction in Music, Grades K-6	2-3
11	L.MUS-309: Orchestration	2
12	L.MUS-330: World Music and Cultures-AC	3
13	L.MUS-337: Secondary Music Methods	3
14	L.MUS-338: Advanced Conducting	2
15	L.MUS-174: String Techniques	1
16	L.MUS-175: Woodwind Techniques	1
17	L.MUS-176: Brass Techniques	1
18	L.MUS-177: Percussion Techniques	1
19	L.MUS-178: Vocal Techniques	1
20	Applied Music: Major area from L.MUS-110 to 160	8*
21	Applied Music: Minor area from L.MUS-121 Applied Piano	0-4**
22	Music Ensembles: From L.MUS-181 to 188	7***
23	L.PSY-121: Lifespan Development	3
24	L.EDU-200: Foundations of Education	3
25	L.EDU-205: Foundations of Special Education	3
Select one from Req 26		
26	L.EDU-203: Teaching for Social Justice	3
26	L.EDU-265: Multicultural Education-AC, EI	3
27	L.EDU-350: General Secondary Curriculum & Instruction	3
28	L.EDU-350L: Intermediate Clinical, Grades 5-12	1
29	L.EDU-357: Reading in the Middle and Secondary School	3
30	L.EDU-411: Student Teaching in Elementary Music	6
31	L.EDU-412: Student Teaching in Secondary Music	6
32	L.EDU-490: Capstone Seminar and Portfolio-PJ, IN	2
33	Piano Proficiency	0
34	Senior Capstone Recital	0
86-90 required credits		

* Students must enroll in two credits in the Applied Music major area during the semester of their senior recital.

**See requirements for the Major regarding piano proficiency.

***Students must be enrolled for credit to fulfill this requirement (i.e., the 0-credit option cannot count towards the completion of the B.A in Music Education).

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.
4. Students will understand music in historical and cultural contexts.
5. Students will demonstrate piano proficiency.
6. Students will communicate musical ideas in both written and oral contexts.
7. Students will demonstrate fundamental aural proficiency.
8. Students will demonstrate conducting and rehearsal skills.

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

Successful completion of the piano proficiency is required either by taking 4 semesters of applied keyboard or class piano, or by the successful completion of the preliminary keyboard assessment. Two performance projects (a Junior and a Senior recital) 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-EC	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-103: Aural Skills I	1
4	L.MUS-104: Aural Skills II	1
5	L.MUS-203: Music Theory III	3
6	L.MUS-205: Aural Skills III	1
7	L.MUS-215: Western European Music History from Antiquity through 1750	3
8	L.MUS-216: Western European Music History from 1750 through Today	3
9	L.MUS-230: Basic Conducting	2
10	L.MUS-330: World Music and Cultures-AC	3
11	Applied Music: Major area from L.MUS-110 to 160	9*
12	Applied Music: Minor area from L.MUS-121 Applied Keyboard	0-4**
13	Music Ensembles: From L.MUS-181 to 188	8***
14	L.MUS-450: Senior Capstone-IN	1
15	Junior Recital	0
16	Senior Recital	0
17	Piano Proficiency	0
41-45 total required credits		

* Students must enroll in two credits in the Applied Music major area during the semester of their senior recital.

**See requirements for the major regarding piano proficiency.

***Students must be enrolled for credit to fulfill this requirement (i.e., the 0-credit option cannot count towards the completion of the B.A. in Music Education).

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-EC	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-103: Aural Skills I	1
4	L.MUS-104: Aural Skills II	1
5	L.MUS-230: Basic Conducting	2
6	L.MUS-321: History of Sacred Music-AA	3
Select one from Req 8		
8	L.RST-321: Councils, Creeds, and Culture-AC	3
8	L.RST-331: Christ and Culture-AC	3
8	L.RST-360: Sacraments: Catholic Identity in Community-AI	3
9	Applied Music: L.MUS-110 to 160	6
10	Independent Study (398)	1
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-EC	3
2	L.MUS-102: Music Theory II	3
3	L.MUS-103: Aural Skills I	1
4	L.MUS-104: Aural Skills II	1
5	L.MUS-215: Western European Music History from Antiquity through 1750	3
Select one from Req 6		
6	L.MUS-216: Western European Music History from 1750 through Today	3
6	L.MUS-330: World Music and Cultures	3
7	Applied Music: Major area from L.MUS-121 to 160	6
8	Techniques: Major area from L.MUS-174 to 177	1
9	Music Ensembles: From L.MUS-181, 182, or 188	4
10	Recital	0
25 total required credits		

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

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

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

3	L.MUS-103: Aural Skills I	1
4	L.MUS-104: Aural Skills II	1
5	L.MUS-215: Western European Music History from Antiquity through 1750	3
Select one from Req 6		
6	L.MUS-216: Western European Music History from 1750 through Today	3
6	L.MUS-330: World Music and Cultures-AC	3
7	L.MUS-110: Voice	6
8	L.MUS-178: Vocal Techniques	1
9	Music Ensembles: From L.MUS-183 to 186	4
10	Recital	0
25 total required credits		

MUSIC HISTORY AND APPRECIATION

L.MUS-100: Soundscapes

L.MUS-117: The Jazz Experience

L.MUS-215: Western European Music History from Antiquity through 1750

L.MUS-216: Western European Music History from 1750 through Today

L.MUS-217: The Jazz Experience-AA

L.MUS-252: Music Appreciation-AA

L.MUS-295: Topics

-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-EC

L.MUS-102: Music Theory II

L.MUS-103: Aural Skills I

L.MUS-104: Aural Skills II

L.MUS-203: Music Theory III

L.MUS-205: Aural Skills III

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

L.MUS-178: Vocal Techniques

CONDUCTING AND METHODS

L.MUS-230: Basic Conducting

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

L.MUS-337: Secondary Music Methods

L.MUS-338: Advanced Conducting

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 either 1 credit (one 30 minute lesson per week) or 2 credits (60 minutes 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

CAPSTONE

L.MUS-450: Senior Capstone-IN

NEUROSCIENCE

Division of Teacher Education & Behavioral Sciences

Bradley M. Cavanagh, M.S.W., 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 interpret, evaluate, and contextualize peer-reviewed literature to enhance understanding of core neuroscience concepts and to independently learn new methodologies and technologies in the field of neuroscience.
3.	Students will be able to apply and synthesize principles from neuroscience and other relevant disciplines to formulate hypotheses, design experiments, and collect and analyze data to state a conclusion.
4.	Students will be able to communicate neuroscientific information in a clear, reasoned manner, both verbally and in writing, to different audiences.
5.	Effectively use knowledge (skills and conceptual understanding) from neuroscience and other relevant disciplines.

Requirements for the major in Neuroscience (B.S.): The required and supporting courses for the neuroscience major must be completed with a cumulative 2.000 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.CSC-115 Introduction to Programming
- L.PSY-231-Abnormal Psychology
- L.PHY-210-Elements of Physics-QR
- L.PHY-211-Elements of Physics II

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I-ES	4
2	L.CHE-111: General Chemistry I	4

3	L.PSY-101: Intro to Psychology	3
4	L.PSY-201: Brain and Behavior	3
5	L.NEU-201: Behavioral Neuroscience	3
6	L.NEU-202: Research Experience	1
7	L.NEU-490: Neuroscience Junior Seminar (Spring)	3
8	L.NEU-491: Neuroscience Senior Seminar (Spring) (IN)	3
Select one course from Req 9		
9	L.BIO-279: Experimental Design/Biostatistics	4
9	L.PSY-211 and L.PSY-212: Research Methods	6
Select two courses from Req 10		
10	L.BIO-345: Neurobiology	3
10	L.NEU-211: Techniques in Neuroscience (J Term, odd years)	3
10	L.NEU-281: Exploring the Brain through Traumatic Brain Injury	3
10	L.NEU-301: Neuropsychiatric Disease	3
10	L.NEU-311: Hormones & Behavior	3
10	L.NEU-391: Functional Neuroanatomy	4
11	Content Basics within Disciplinary Focus (200-300 level course) ¹	3-4
12	Content Basics within Disciplinary Focus (300-400 level course) ¹	3-4
40-41 total required credits		

¹The courses selected cannot count toward another major.

Requirements for the minor in Neuroscience:

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I-ES	4
2	L.PSY-101: Intro to Psychology	3
3	L.PSY-201: Brain and Behavior	3
4	L.NEU-201: Behavioral Neuroscience	3
5	L.NEU-202: Research Experience	1
Select two courses from Req 6		
6	L.PSY-301: Cognitive Psychology ¹	3
6	L.BIO-345: Neurobiology	3
6	L.NEU-281: Exploring the Brain through Traumatic Brain Injury	3
6	L.NEU-301: Neuropsychiatric Disease	3
6	L.NEU-311: Hormones & Behavior	3
6	L.NEU-391: Functional Neuroanatomy	4
20-21 total required credits		

¹ If selected to count toward Neuroscience Minor, cannot count toward major or minor in Psychology.

PEACE AND JUSTICE

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

Christoffer Lammer-Heindel, 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.RST-171: 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

Christoffer Lammer-Heindel, 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-350: Human Identity in Community-AI	3
3	L.PHI-301: Foundations of 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, VX	3
9	L.PHI-313: Environmental Ethics-AV	3
9	L.PHI-315: Communication Ethics-AV, VX	3
9	L.SMG-270: Ethics in Sports-AV, VX	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-350: Human Identity in Community-AI
- L.PHI-301: Foundations of 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, VX; 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-350: Human Identity in Community-AI	3
3	L.PHI-301: Foundations of 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-350: Human Identity in Community-AI
- L.PHI-301: Foundations of Ethics
- Three additional philosophy courses

Suggested minor sequence for business

- L.PHI-150: Logic
- L.PHI-350: Human Identity in Community-AI
- L.PHI-301: Foundations of Ethics
- L.PHI-311: Business Ethics-AV, VX
- 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: Foundations of Ethics

Three additional philosophy courses from the following courses:

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

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, VX
- L.PHI-313: Environmental Ethics-AV
- L.PHI-315: Communication Ethics-AV, VX

L.PHI-235: Science, Faith, and Knowledge (Cross-listed as L.RST-285)

GENERAL

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

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-350: Human Identity in Community-AI
L.PHI-301: Foundations of Ethics
L.PHI-331: Knowledge, Truth & Reality
L.PHI-333: Philosophy of God & Religion

POLITICS

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

Christoffer Lammer-Heindel, 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 2.300 (C+) in the major.

Req	Course	Cr's
1	L.POL-101: Issues in American Politics-EI	3

2	L.POL-121: Issues in Global Politics-EI	3
3	L.POL-131: Foundations of Western Political Thought-EI	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-EI	3
1	L.POL-121: Issues in Global Politics-EI	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-EI
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-304: Identity Politics in America
L.POL-308: American Public Policy

GLOBAL POLITICS

L.POL-211: Comparative Politics
L.POL-215: Nationalism-EI
L.POL-221: International Politics
L.POL-314: Politics in the Developing World
L.POL-315: European Politics
L.POL-316: Irish Politics and Identity-AI
L.POL-322: American Foreign Policy
L.POL-351: Comparative Environmental Politics-AC

INTRODUCTORY POLITICS

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

POLITICAL THOUGHT

- L.POL-232: American Political Thought-EI
- L.POL-233: Jurisprudence
- L.POL-321: War and Pacifism-AV, VX
- 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

Bradley M. Cavanagh, M.S.W., 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 QR mathematics course. A 2.000 GPA in psychology courses completed at Loras College is required for a major. To maintain adequate progress toward a psychology major, we strongly recommend that psychology majors do the following: Take L.PSY-101 and L.PSY-201 during the first year; L.PSY-211 and L.PSY-212 and L.PSY-241 in their second year and no later than the junior year; L.PSY-301, L.PSY-321, and L.PSY-331 during the junior year; and L.PSY-490 during the senior year.

Students seeking to add psychology as a second major to an existing major may substitute the statistics and research methods sequence from their first major for L.PSY-211 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-201: Brain and Behavior	3
3	L.PSY-211: Research Methods & Statistics I	3
4	L.PSY-212: Research Methods & Statistics II	3
5	L.PSY-241: Personality and Social Psychology	3
6	L.PSY-301: Cognitive Psychology	3
7	L.PSY-321: Developmental Psychology	3
8	L.PSY-331: Clinical Psychology	3
9	Elective: Additional L.PSY elective	3
10	Elective: Additional L.PSY elective	3
11	Elective: Additional L.PSY elective	3
12	L.PSY-490: Senior Seminar-IN	3
36 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
2	L.PSY-201: Brain and Behavior	3
3	Elective: Additional L.PSY elective	3
4	Elective: Additional L.PSY elective	3
5	Elective: Additional L.PSY elective	3
6	Elective: Additional L.PSY elective (must be 300 or 400 level)	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 for 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-110: Oral Communication as Critical Inquiry	3
2	L.COM-131: Media and Society-EI	3
3	L.COM-190: Communication Theory	3
4	L.COM-201: Principles of Public Relations	3
5	L.COM-202: PR Writing	3
6	L.COM-204: Organizational Communication	3
7	L.COM-264: Desktop Publishing	3
8	L.COM-351: Advanced PR Writing	3
9	L.COM-380: Persuasion	3
10	L.COM-454: Public Relations Case Studies	3
11	L.COM-485: Communication Research	3
12	L.COM-490: Public Relations Senior Seminar- PJ, IN	3
13	L.BUS-240: Principles of Marketing	3
14	L.BUS-346: Advertising/Marketing Communication	3
Select one from Req 15		
15	L.COM-325: Political Campaign Communication	3
15	L.COM-158: Introduction to TV Production-EC	3
15	L.COM-164: Digital Imaging	3
15	L.COM-290: Communication Management	3
15	L.COM-390: Media Criticism	3
15	L.COM-393: Communication Law	3
15	L.BUS-343: Marketing Management	3
15	L.BUS-348: International Marketing	3
15	L.BUS-349: Consumer Behavior	3
15	L.ENG-278: Grant and Proposal Writing	3
15	L.ENG-279: Writing for New Media	3
15	L.POL-201: Campaigns & Elections	3
15	L.SMG-468: Sport Marketing & Promotions	3
45 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-110: Oral Communication as Critical Inquiry	3
2	L.COM-131: Media and Society-EI	3
3	L.COM-190: Communication Theory	3
4	L.COM-201: Principles of Public Relations	3
5	L.COM-202: Public Relations Writing	3
6	L.COM-380: Persuasion	3
Select one from Req 7		
7	L.COM-204: Organizational Communication	3
7	L.COM-264: Desktop Publishing Communication	3
7	L.COM-351: Advanced Public Relations Writing	3
7	L.COM-454: Public Relations Case Studies	3
7	L.BUS-240: Principles of Marketing	3
7	L.BUS-346: Advertising/Marketing Communication	3
21 total required credits		

RELIGIOUS STUDIES AND THEOLOGY

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

Christoffer Lammer-Heindel, Ph.D., Chair

The religious studies and theology program emphasizes five areas of study: scripture; doctrine; worship and sacraments; moral theology; and ecumenical and interfaith studies. Students are encouraged to take courses in the 100s and 200s between their first 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.RST-110: Jesus and the Gospels-EI	3
2	L.RST-150: Community of Hope-EI	3
3	L.RST-160: Worship: Foretaste of Heaven-EC	3
4	L.RST-291: Catholic Heritage	3
5	L.RST Elective utilizing Historical Method (marked below with #)	3
6	L.RST Elective from Category 1	3
7	Additional L.RST Elective from Categories 1-5	3
8	Additional L.RST Elective from Categories 1-6	3
9	L.RST-370: Foundations of Ethics (cross-listed as L.PHI-301)	3
10	L.RST-371: Catholic Social Teachings-VX	3

11	L.RST-399: Religious Studies and Theology Process Writing	1
12	L.RST-490: Capstone Research	1
Select one from Req 13 (Capstone)		
13	L.RST-491: Thesis Writing	2
13	L.RST-493: Practicum in Parish Ministry	2
34 total required credits		

Requirements for the Ministry Concentration:

Majors wishing to graduate with a concentration of coursework in the area of ministry must complete the major including the following two courses:

1. L.RST-256: Foundations for Ministry
2. L.RST-493: Practicum for Parish Ministry

Requirements for the minor in Religious Studies:

Select one from Req 1		
1a	L.RST-110: Jesus and the Gospels-EI	3
1b	L.RST-150: Community of Hope-EI	3
1c	L.RST-160: Worship: Foretaste of Heaven-EC	3
2	L.RST-291: Catholic Heritage	3
Elective Sequence: One elective must utilize Historical Methodology (marked below with #)		
3a	For those taking Req 1a: Additional L.RST Elective from category 3	3
3b	For those taking Req 1b: Additional L.RST Elective from category 2	3
3c	For those taking Req 1c: Additional L.RST Elective from category 2	3
4a	For those taking Req 1a: Additional L.RST Elective from category 4	3
4b	For those taking Req 1b: Additional L.RST Elective from category 4	3
4c	For those taking Req 1c: Additional L.RST Elective from category 3	3
5	Additional L.RST Elective from Category 1 – Religious Studies: Ecumenism and Interfaith	3
6	Additional L.RST Elective	3
7	L.RST-370: Foundations of Ethics (cross-listed as PHI 301)	3
21 total required credits		

Courses listed with notation “#” are taught using historical-theological method.

CATEGORY 1 – RELIGIOUS STUDIES: ECUMENISM AND INTERFAITH

L.RST-201: World Religions

L.RST-205: Islam in America-EI #

CATEGORY 2 – SCRIPTURE

L.RST-211: Introduction to the Old Testament

L.RST-215: God’s Literature

L.RST-310: Bible and Literature

L.RST-312: Biblical Prophets #

L.RST-318: Seminar on the Letters of St. Paul

CATEGORY 3 – DOCTRINE

L.RST-227: Little Less Than a God # (cross-listed as L.CTL-262)

L.RST-228: Martyrs, Mendicants and Masterpieces # (cross-listed as L.CTL-263)

L.RST-229: The Catholic Church in Latin America
L.RST-251: Catholicism Encounters Modernity (cross-listed as L.CTL-264)
L.RST-256: Foundations for Ministry
L.RST-258: Communication for Communion (cross-listed as L.CTL-260)
L.RST-285: Science, Faith, and Knowledge (cross-listed as L.PHI-235)
L.RST-291: The Catholic Heritage
L.RST-321: Councils, Creeds, and Culture #
L.RST-331: Christ and Culture #

CATEGORY 4 – WORSHIP AND SACRAMENTS

L.RST-262: Eucharist: Banquet of Justice
L.RST-268: Roman Catholic Sacred Spaces-AA
L.RST-360: Sacraments: Catholic Identity in Community #
L.RST-367: Roman Catholic Liturgical Music in Theology and Practice

CATEGORY 5 – MORAL THEOLOGY

L.RST-171: Introduction to Peace and Justice
L.RST-273: Issues in Social Ethics Across Cultures
L.RST-276: Christian Sexual Morality
L.RST-320: Belief, Unbelief, and the Good Life-VX (cross-listed as L.CTL-277)
L.RST-370: Foundations of Ethics
L.RST-371: Catholic Social Teachings-VX
L.RST-378: Social Justice Practicum

CATEGORY 6 – OUTSIDE COURSES

L.CTL-274: All for One (only when clustered with RST-320: Belief, Unbelief & the Good Life-VX)
L.HIS-182: Islamic Civilizations-EI
L.HIS-342: The Reformation
L.HIS-343: Medieval Christianity
L.MUS-322: History of Sacred Music
L.PHI-333: Philosophy of God and Religion
L.PHI-376: Philosophy and the Rise of Christianity (cross-listed as L.CTL-265)
L.POL-321: War and Pacifism-AV, VX

SPECIAL, ADVANCED AND INDEPENDENT STUDIES

L.RST-295: Topics
L.RST-395: Topics
L.RST-396: Internship
L.RST-397: Independent Study: Arranged Course
L.RST-398: Independent Study: Empirical Research
L.RST-399: Religious Studies and Theology Process Writing
L.RST-490: Capstone Research
L.RST-491: Thesis Writing
L.RST-493: Practicum in Parish Ministry
L.RST-498: Independent Study: Directed Readings

SOCIAL WORK

Division of Teacher Education & Behavioral Sciences

Bradley M. Cavanagh, M.S.W., 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 | Families First Counseling |
| Juvenile Court Services | Hillcrest Family Services |
| American Red Cross | Project Concern |
| Unity Point Hospital | Headstart |
| Hills and Dales | Multicultural Family Center |
| Lutheran Services of Iowa | Waypoint Services |
| Stonehill Care Center | 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.

Student Learning Outcomes – Social Work	
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 (EI), 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-EI. A minimum 2.3 (C+) grade is required to pass major courses and continue to the next course in sequence.

Req	Course	Cr's
Select one from Req 1		
1	L.PSY-101: Introductory Psychology	3
1	L.PSY-121: Lifespan Development	3
Select one from Req 2		
2	L.SOC-101: Sociology in Action-EI	3
2	L.SOC-115: Introduction to Sociology-EI	3
3	L.SCW-130: Introduction to Social Welfare-EI	3
4	L.SCW-***: Social Work Elective	3
5	L.SCW-231: Human Behavior and Social Environment	3
6	L.SCW-350: Career Options and Professional Practice	3
7	L.SCW-340: Social Work with Groups and Families	3
8	L.SCW-360: Social Work with Individuals	3
9	L.SCW-370: Social Policy: Form and Analysis	3
10	L.SCW-380: Social Work with Communities and Organizations	3
Select one from Req 11a and Req 11b, or both from Req 11c		
11a	L.CRJ-323: Research Methods in Criminal Justice	4
11b	L.SOC-332: Research Methods and Methodology	4
11c	L.PSY-211: Research Methods and Statistics 1	3
11c	L.PSY-212: Research Methods and Statistics 2	3
Select both from Req 12a, or Req 12b		
12a	L.SCW-446: Social Work Field Instruction	4.5
12a	L.SCW-447: Social Work Field Instruction	4.5
12b	L.SCW-448: Field Instruction & Portfolio-PJ	9-12
45 to 50 total required credits		

SOCIOLOGY

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

Christoffer Lammer-Heindel, 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 or L.PSY-211 and L.PSY-212 to meet the L.SOC-365 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-EI	3
1	L.SOC-115: Introduction to Sociology-EI	3
2	L.SOC-365: Research Methods and Data Analysis	4
3	L.SOC-336: Sociological Theory	3
4	L.SOC-490: Senior Seminar	3
5	Elective: Additional Sociology course	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 300 level	3
31 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-EI	3
1	L.SOC-115: Introduction to Sociology-EI	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

Kate McCarthy-Gilmore, 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 Abroad 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 a single study abroad (not including January Term courses). Study abroad credits will count as L.SPA-300 and L.SPA-400 level elective credits or L.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 Spanish course sequence as long as they satisfy all prerequisites but **must complete equivalent credits if placed above L.SPA-210**. Only one L.SP.W course offered in English may be applied to the major, this does not include international January Term courses with the SP.W prefix.

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-EC	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: Any L.SPA Course	3
8	Electives: Any L.SPA Course	3
9	Elective: Any L.SPA or L.SPW Course	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.

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, QR 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-QR	3
14	L.ECO-222: Principles of Macroeconomics-QR	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-QR	3
16	L.ECO-222: Principles of Macroeconomics-QR	3
16	L.SMG-225: Sport Business	3
16	L.SMG-294: Sport Management Level 2 Internship	3-4
55-62 total required credits		

SUSTAINABILITY

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

Benjamin Darr, Ph.D., Chair

Requirements for the minor in Sustainability:

Req	Course	Cr's
Select two from Req. 1		
1	L.ENG-241: Mississippi River: Lore & Legacy-EC	3
1	L.POL-251: Politics of Global Sustainability-EI	3
1	L.CHE-263: Chemistry of Sustainability-ES	3
Select three from Req. 2		
2	L.BIO-259: Issues in Environmental Biology-ES	4
2	L.BIO-280: Sustainable India	3
2	L.EXP-273: The Sustainable Community	3
2	L.PHI-313: Environmental Ethics	3
2	L.ENG-240: Nature of Nature in Ireland-EC	3
2	L.ENG-380: Nature Writing	3
2	L.BIO-375: Conservation Biology	4
2	Course from Req. 1 not used above	3-4
3	L.PHI-345: Sustainability Ethics-VX	3
18-21 total credits required		

TEACHER EDUCATION

Division of Teacher Education & Behavioral Sciences

Bradley M. Cavanagh, M.S.W., 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
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 Elementary and Secondary 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 with their first education courses students demonstrate their clinical performance, essential knowledge, and critical dispositions based on the InTASC Model Core Teaching Standards. The demonstrations of performance, knowledge, and dispositions throughout the program set the foundation for the comprehensive portfolio which is completed 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
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, L.PSY-121 Lifespan Development 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, 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 Director of Teacher Education for enrollment in a Developing Level education course.

Probationary Period

Admission to the Teacher Education Program requires a GPA of 2.750 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 probationary: To the student who minimally meets and maintains admission requirements but displays academic or dispositional performance that raises concern for faculty or staff.

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 2.750 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 Lifespan Development, and any other professional education courses attempted with a grade not less than a C (2.000);
6. document a minimum of 10 preadmission clinical hours;
7. document completion of Safe Environment training;
8. have a clean conduct record;
9. be cleared by the Iowa Department of Human Services Child Abuse Registry or other background check;
10. complete each course attempted in the major, relevant general education courses, and teaching endorsement with a grade not less than a C (2.000);
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 clinical evaluations, shared faculty perspectives, and conduct record).

Denying or Revoking Admission

The Teacher Education Program and its Screening Committee reserve the right to deny or withdraw admission to Teacher Education and/or Student Teaching based on a student's unprofessional behavior, inadequate clinical performance, or failure to maintain admission requirements as outlined above.

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 so students may not be enrolled in courses during the student teaching semester beyond L.EDU-490: Capstone and Portfolio.

To be eligible for consideration for student teaching admission, the student must:

1. attain and maintain all of the requirements for admission;
2. complete 80 clinical hours and achieve senior status prior to the beginning of the student teaching semester, with a cumulative grade point average of at least 2.750;
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 (2.000);
5. complete the general education courses required for licensure with a grade no less than C (2.000);
6. submit verified logs of hours of a minimum of 80 clinical 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 to obtain *Student Teaching Admission* status based on a review of the student's growth in the professional dispositions, the student's clinical evaluations, shared perspectives, and conduct record.

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 2.750.
4. Earn a grade of not less than a C (2.000) 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 (2.000) in: English composition, lifespan development, communication arts, mathematics, literature, U.S. history or U.S. government, biological sciences or physical sciences.
6. Present passing scores on the specified Praxis II exams 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

Individuals who have completed a bachelor’s degree in English/Language Arts, Mathematics, Music, Science (Biology, Chemistry, or Physics), Social Science (Geography, Government, History, Psychology, Sociology, and the All Social Science Endorsement), or Spanish are able to pursue the coursework and field experiences required for teacher licensure through Loras’ Secondary Education Teacher Licensure Program. Please see this webpage for more information: <https://www.loras.edu/secondary-education-teacher-licensure-program/>

An individual who wishes to pursue Elementary Education licensure and holds a bachelor degree from a regionally accredited institution must initially seek admission as special student taking coursework required for licensure.

All Teacher Education Program admission requirements will apply.

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 take the following requirements during the first year:

1. Foundational general education courses with no grade lower than a C (2.000) in the following courses:
 - a. Written Communication
 - b. Oral Communication (L.COM-110)
 - c. Quantitative Reasoning (L.MAT-105, 114 or 115)
 - d. L.MAT-110 and L.MAT-111 Math for K-8 Teachers I and II for Elementary Education majors
 - e. Lifespan Developmental (L.PSY-121)
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.
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.COM-110 Oral Communication as Critical Inquiry	3
4	L.PSY-121: Lifespan Development	3
Select one from Req 5		
5	L.EDU-203: Teaching for Social Justice	3

5	L.EDU-265: Multicultural Education-AC, EI	3
6	Elective: Any science course beyond general education requirement	3
7	L.MAT-110: Math for K-8 Teachers I	4
8	L.MAT-111: Math for K-8 Teachers II-QR	4
9	L.EDU-221: Learning Environment & Collaborations	3
10	L.EDU-230: Children's & Young Adult Literature-AA	3
11	L.EDU-232: Curriculum & Instruction in PE, Health & Wellness	1
12	L.EDU-233: Curriculum & Instruction in Performing Arts	1
13	L.EDU-234: Curriculum & Instruction in Visual Arts	1
14	L.EDU-335: Social Studies Curriculum & Instruction	3
15	L.EDU-336: Science Curriculum & Instruction	3
16	L.EDU-331: Curriculum & Instruction in Language Arts	3
17	L.EDU-332: Beginning Reading	3
18	L.EDU-333: Curriculum & Instruction in Mathematics	3
19	L.EDU-334: Intermediate Clinical	1
20	L.EDU-337: Reading Across the Curriculum	3
21	L.EDU-340: Differentiated Instruction, Grades K-6	3
22	L.EDU-432: Student Teaching in the Elementary School	10
23	L.EDU-490: Capstone Seminar & Portfolio-PJ, IN	2
69 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.COM-110 Oral Communication as Critical Inquiry	3
4	L.PSY-121: Lifespan Development	3
Select one from Req 5		
5	L.EDU-203: Teaching for Social Justice	3
5	L.EDU-265: Multicultural Education-AC, EI	3
6	L.EDU-339: Differentiated Instruction, Grades 5-12	2
7	L.EDU-350: General Secondary Curriculum & Instruction	3
8	L.EDU-350L: Intermediate Clinical, Grades 5-12	1
Select one from Req 9		
9	L.EDU-352: Special Secondary Curriculum/Methods-English	3
9	L.EDU-353: Special Secondary Curriculum/Methods-Mathematics	3
9	L.EDU-354: Special Secondary Curriculum/Methods-Science	3
9	L.EDU-355: Special Secondary Curriculum/Methods-Social Studies	3
9	L.EDU-356: Special Methods Spanish, K-8 & 5-12	3

10	L.EDU-357: Reading in the Middle & Secondary School	3
11	L.EDU-452 : Student Teaching in Secondary School	10
12	L.EDU-490: Capstone Seminar & Portfolio-PJ, IN	2
39 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. 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-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-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. Students in the course will present and collaborate with local high school students on a research study. Approved for Community Based Learning. 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.

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, and genetics. 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 spring semester.

L.BIO-201: HIV/AIDS: Biological, Social, and Cultural Issues

This in-depth study course offers students a multidisciplinary perspective on HIV/AIDS, presenting an overview of the biological, clinical, historical, social, political, and ethical aspects of the HIV/AIDS epidemic, its impact on both individuals and society as a whole, and how the framing of HIV/AIDS determines how affected persons are treated. Students will gain a fundamental understanding of the basic medical science/etiology and public health aspects of HIV/AIDS. Further, students will generate questions about the disease and learn answers via individual and group research, critical film viewing, dialogue with researchers, doctors, caregivers, patients, survivors, patient advocates, and/or government officials, and potential visits to treatment centers. January term. 3 credits.

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? 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. Prerequisite: L.BIO-115. 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-ES

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. 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-257: Fundamentals of Public Health

This course will provide a broad overview of the field of public health, and provide an understanding of how public health affects everyone's daily life and contributes and influences health and well-being of individuals and communities. This course aims to go beyond individual prevention and aims to provide students with a better understanding of the larger social and population-based factors that influence health and well-being of populations. Cross-listed as L.KIN-257. 3 credits. Spring term.

L.BIO-259: Issues in Environmental Biology-AH, ES

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 for AH course: 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, ES

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 for AH course: 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, ES

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 for AH course: L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. Dependent upon staff and demand. 4 credits.

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-280: Sustainable India – the interface of nature-economy-society

This study travel J-term course to India will explore sustainability issues in India with an emphasis on environmental sustainability. This course will focus on major environmental issues such as threats to biodiversity, forest and wildlife conservation, urban pollution, climate change, eco-tourism, and challenges, strategies and innovative solutions. Students will examine these issues in urban and wilderness areas through first-hand experience gained via field trips and opportunities to interact directly with and learn from experts such as resource managers, policy makers and scientists in India. Students will use the scientific method of inquiry to generate questions, develop hypotheses, design and conduct field projects. They will be required to examine the issues through multiple lenses of ecology, ethics, and socioeconomics. They will share their findings with their peers. Students will have an understanding and appreciation of the delicate balance and interconnectedness between environmental protection and the needs of people especially in developing countries where alternatives and choices may be limited. 3 credits. L.LIB-100, L.LIB-105, L.LIB-110, and a Mathematical Modeling (-FM) course. 3 credits. Every third January term.

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-115 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-115. 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-110 or 115 or equivalent. Open to seniors only if 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-110, 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-115 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 humans and some vertebrates are studied. Prerequisites: L.BIO 115 or 116; L.CHE-233. Three lecture periods and one two-hour laboratory period per week. 4 credits. Each Fall semester.

L.BIO-487: Senior Seminar Research Portfolio-PJ

This course is the first part of the year-long Senior seminar capstone. During it, Biological Research majors will continue their thesis research papers begun in Junior seminar. This course will assist 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 biology research students. Prerequisite: L.BIO-389. 2 credits. Each fall semester

L.BIO-488: Senior Seminar Portfolio-PJ

This course is the first part of the year-long Senior seminar capstone. During it, 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 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 L.BIO-487 or L.BIO-488. 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-251: From Mortgages to Madoff: Financial Fun in the 2000s-EI

The 2000s were a tumultuous time in the American society and the financial markets. Lives were disrupted – from Wall Street to Main Street. Bernie Madoff reignited the rage against Wall Street greed and the Financial Crisis exacerbated it. The objective of this course is to examine how the decisions and actions taken by Wall Street and legislators impact the lives of people across America. The human element inherent in financial risk-taking was in full-view throughout the decade of the 2000s. However, the origins of the 2000s did not begin with the internet, but rather the nurturing of an American financial culture based on independence, social Darwinism, and short-termism. Fall Term. 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-265: Financial Ethics-VX

This course is designed primarily for finance and accounting majors. It establishes sets of ethical foundations from a theoretical point of view, as well as examining ethical standards and practices for

finance and accounting professionals, specifically those of Chartered Financial Analysts (CFAs), Certified Financial Planners (CFPs), and Certified Public Accountants (CPAs). These foundations and standards are then applied to various case studies.

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 and Senior status. 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

L.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.

L.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.

L.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.

L.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.

L.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.CSC-115, L.MAT-220. 3 credits.

L.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.

L.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.

L.BAN-460: Big Data Analytics

This course introduces students to concepts behind the storage and analysis of the large and varied datasets that have become common in today's business environment. This includes the use of distributed computing to store and analyze these datasets in an efficient manner. Students will be introduced to a variety of tools used to analyze large datasets and learn how to use these tools in appropriate contexts. Prerequisite: L.CSC-225. 3 credits.

CATHOLIC THINKERS & LEADERS

L.CTL-101: Engaging Differences-FD

The First Year Experience begins in August when students arrive on campus and engage in an immersive experience with their Engaging Differences class. This course emphasizes active learning through critical thinking and reading and the development of the foundational skills of information literacy. The course will ask students to explore their lived experiences of diversity, equity and inclusion through exposure to Loras College's distinctive mission. 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-230: The Displaced Person-CT

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). The course will attempt to uncover these individuals' convictions about sacramentality, mediation, and communion. It will investigate how they were shaped by Catholic perspectives and American culture and how they shaped both. The course will pay special attention to the claims made by each of these individuals about human dignity and human rights. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

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.RST-258. The courses are identical but transcripts will reflect the course number (L.RST 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.RST-227. The courses are identical but transcripts will reflect the course number (L.RST 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.RST-228. The courses are identical but transcripts will reflect the course number (L.RST 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.RST-251. The courses are identical but transcripts will reflect the course number (L.RST 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.RST-320. The courses are identical but transcripts will reflect the course number (L.RST 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.

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.

L.CHE-263: Chemistry of Sustainability- ES

This course will explore the chemistry that underlies current sustainability issues, as well as the approaches scientists use to study environmental problems. With this knowledge, students will place environmental problems in a scientific context, and identify a variety of potential options to overcome personal and public sustainability issues. Additionally, students will examine ways in which scientific information is communicated, how to evaluate various sources of scientific information, and how to most effectively construct messages about environmental science research to various audiences.. 3 credits.

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.PHY-223 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-110: Oral Communication as Critical Inquiry

The course emphasizes participation in a variety of communication processes to develop, reinforce and evaluate communication skills appropriate for public, small group and (some) interpersonal settings. The course content and experiences will enable students to assume their responsibilities as message creators, senders, receivers and evaluators in a culturally diverse world. Fall and spring term. Approved for January Term. 3 credits.

L.COM-115: Oral Communication as Performance

Effective oral communication is viewed as an essential life skill that every person must possess in order to function in contemporary society. This experiential course engages literary analysis and communication for oral interpretive performance, and aims to balance the development of both analytic and performance skills. The course endeavors to develop, reinforce and evaluate communication for public settings, with a view of public communication as a form of performance (not conversation), and narrative as the most resonant form of public communication. The course content and experiences will enable students to assume their responsibilities as message interpreters/creators, senders, receivers and evaluators. Hence, the course is designed to make students competent, critical, confident, literate and highly engaging communicators. 3 credits.

L.COM-121: Acting I-EC

An exploration of the art of acting through both theory and practical application, with the focus being on acting performance. Multiple styles of acting will be approached within the class. 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: Media and Society-EI

Media & Society is an Explorations course that examines the social roles of media and their impact on both society and the individual. We will also consider how information related to history, ethics, and law impact the freedom of expression in a diverse democracy. Additionally, we will examine media in a global context that reflects numerous sociological variables such as age, race, gender, and culture. Fall, Spring or J-Term. 3 credits.

L.COM-150: Meditation: Less Technology—More Sense of Self-EI

In a media-saturated world, this course guides students toward the ability to do deep thinking and learning, which can enhance their relationships with others in both immediate and global contexts. Through the use of meditation and mindfulness practices, students will investigate and develop a philosophy of technology in order to use technology to support their goals and values, which empowers them to design a meaningful life through mindful curiosity and creativity. Such intentionality allows individuals to live well with themselves and others. This is a cell phone and screen-free class unless otherwise noted, and includes 2 nights at a local retreat center. We will be using a meditation cushion everyday throughout the course, including the first day of class. Meditation cushions can be purchased on Amazon or other online stores. January term. 3 credits.

L.COM-158: Introduction to Television Production-EC

A study of the creative and applied aspects of media production. Includes theoretical, practical, aesthetic and audience study in developing, writing, producing, shooting, and editing creative media productions. 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 are used to explore verbal, nonverbal, interpersonal, intercultural, and organizational communication. Cannot take concurrently with L.COM-255 Interpersonal Communication. 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 fields associated with public relations. Students will be involved in researching, planning and implementing programs designed to influence public opinions based on relevant theory. 3 credits.

L.COM-202: Public Relations Writing

A fundamental skills course in writing, editing and designing materials for use in public relations. Students will plan and create a public relations campaign. A minimum grade of B- is required for students majoring in Public Relations. 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, especially in diverse environments. Prerequisite or concurrent: L.COM-190. 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.

L.COM-221: Directing for Stage & Screen-EC

The best directors use collaboration and leadership to illuminate story and facilitate the finest work of actors, designers, and production team members. COM 221 will provide you an opportunity to practice and hone your actor/director communication, script analysis, interpretation, and blocking skills. Upon completion of this course, you will be able to guide actors through the basic realization of a scene with an understanding of concept, conflict, character and their translation into action, composition, and rhythm. Spring semester. 3 credits.

L.COM-225: Media Writing

Emphasis on format, style, and writing techniques in television variety of media platforms. 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 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 introduces students to interpersonal communication theories that help understand how we engage in person-to-person interaction with friends, family members, romantic partners, and co-workers. Additionally, this course highlights the many factors that contribute to the forming of one's self-concept. Students will also learn various elements of group dynamics and culture, and analyze the way one's own identity relates to his/her membership in a particular community or organization. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. Cannot take concurrently with L.COM-190 Communication Theory. 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 prerequisite. 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. Students must demonstrate competency with InDesign. Preference given to Public Relations majors and minors. 3 credits.

L.COM-280: News Analysis

An examination of the selection, content, and delivery of local and national news in a variety of media platforms. Students will engage a variety of news sources in order to gain a greater understanding of the media's role in determining what constitutes news. Hands-on, practical application of journalistic news making also required. Prerequisite or Corequisite: 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, media 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

Hands-on experience at the campus TV 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. 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-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. Extensive work in application of those technologies for mobile content creators. Prerequisite: L.COM-131. 3 credits.

L.COM-325: Political Campaign Communication

This course will allow students to investigate the various stages and theories of political campaigning in real time during the lead in to the Presidential Election. Students will be expected to attend rallies for multiple candidates and reflect on the methods of communication during those rallies. Students will also construct a campaign plan for a Congressional race in the upcoming elections. 3 credits. January term.

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 includes the development of a PR campaign. Requires students to conduct situational analysis, create campaign strategies and tactics, 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 course based on theories of persuasion that are grounded in traditional rhetoric as well as behavioral and communication studies. Students will develop skills related to the research and delivery of persuasive messages, as well as the analysis and ethicality of persuasive techniques. Prerequisites: L.COM-110 or L.LIB-110; Prerequisite or Corequisite: L.COM-190. 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. Prerequisite: L.COM-131. 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, 1-3 credits.

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. Students will be expected to synthesize their previous coursework as they investigate how organizations conduct different types of public relations. 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. Students will learn quantitative and qualitative methods of analysis, ethical considerations within research, and how to apply communication theory to research. Students will produce a research study. A minimum grade of C is required for students majoring in Public Relations or Media Studies. 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, IN

This course reinforces key elements of the students' public relations skills and knowledge. Students will also reflect on their growth in the Loras Dispositions and their experiences throughout the general education and liberal arts curriculum. Course content is designed to help students prepare for postgraduate employment of an advanced degree. Prerequisite: senior standing in Public Relations or the consent of the instructor. 3 credits.

L.COM-491: Media Studies Capstone-IN

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. Instructor approval required. Can be taken up to three (3) times. 1 credit.

L.COM-493: Media Studies Practicum

Hands-on experience in a producing/management role at the campus TV station; or with creation of a substantial, original media production. 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.

COMPUTER SCIENCE

L.CSC-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.CSC-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.CSC-115 or L.EGR-116. 4 credits.

L.CSC-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.CSC-225. 3 credits.

L.CSC-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.CSC-115 or L.EGR-116 and at least one other course from the following: L.CSC-225, L.CIT-326, L.CIT-327, or L.CSC-332. 3 credits.

L.CSC-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.CSC-115 or L.EGR-116. 4 credits.

L.CSC-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.CSC-225 and L.MAT-230. 3 credits.

L.CSC-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.CSC-115 or L.EGR-116. 3 credits.

L.CSC-337: Database Programming

To Be Published

L.CSC-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.CSC-225. 3 credits.

L.CSC-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.CSC-225. 3 credits.

L.CSC-394: Internship

This course provides structured experience in a work environment outside the classroom.

Prerequisites: Two courses in CSC. GPA of 3.000 overall. Credit varies.

L.CSC-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.CSC-225 and L.CSC-319. 3 credits.

L.CSC-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 CSC numbered 200 or above and have senior standing. 3 credits.

L.CSC-490E: Comprehensive Examination

A placeholder course which indicates attempt and completion of the required comprehensive examination. 0 credits. Pass/fail only.

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. Fall 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-251: Introduction to Policing

Introduction to Policing challenges students to critically think about 21st century policing and to evaluate the current role of police in modern society. Topics in the course include the foundations and systems of police work, the different functions of police, hazards involved in policing, strategies and the future of policing. 3 credits. Spring 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-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-251, 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-251, 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-251, L.CRJ-252, L.CRJ-253. 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: QR course. 4 credits. 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. Prerequisites: L.CRJ-251. 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 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. Instructor permission required.

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 spring 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.

DATA SCIENCE

L.DAT-100: Overview of Data Science – QR

Data Science is a developing field that combines computer science, statistics, and domain-specific knowledge. This course will introduce students to the field of Data Science via case studies and projects from various domains, including business, digital humanities, social sciences, and sports. Projects will

include data visualization, summary, and prediction. Prerequisites: L.MAT-091 or placement into L.MAT-114+. Spring semester. 3 credits.

L.DAT-200: Tools & Methods for Analytics

Analytics is the study of various models, methods and tools that can be applied to gain insights from data. It involves collecting, cleaning, analyzing, summarizing and presenting data in a scalable and generalizable manner. In this course, students will learn to implement each of these steps using appropriate programming environments. 3 credits.

ECONOMICS

L.ECO-221: Principles of Microeconomics-QR

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-QR

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.LIB-130, 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. 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-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: Introduction to Engineering Design-EC

This course will focus specifically on the areas of problem solving and design. Students will learn to use modern tools to address engineering problems. As part of the design process, students will learn to draw both using manual sketches as well as SolidWorks CAD software. Students will then apply these skills to create a unique design. 3 credits.

L.EGR-116: Intro to Programming with Robotics-ES

Students learn and practice scientific methodology as well as the basics of programming, variables, control statements, and functions as applied to programming real-time robotics. Learning to write computer programs requires some background in mathematics beyond basic algebra with knowledge of the properties of mathematical functions. A student with this knowledge may take the course without the math prerequisite. Prerequisite: L.MAT-117 or higher or consent of instructor. 4 credits. Offered every spring term.

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.MAT-160 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.EGR-232; L.MAT-260; L.PHY-223. 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.MAT-260; L.PHY-223. 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-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.EGR-116 or equivalent; L.PHY-223. 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-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.MAT-260, L.EGR-116 or equivalent; L.PHY-223. 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-105: College Writing-WC

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.ENG-111: Critical Writing-WC

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-201: Poetry in Performance

An in-depth study of lyric and dramatic poetry for students who would like to approach the subject in an experiential way. Students will learn to understand and appreciate poetry by writing about poems, and by 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 skills for reading expressively, and for public speaking. Topics will include the application of fundamental concepts in poetics, including image, trope, scheme, lineation, syntax, tone, sound, prosody, speaker, and addressee, and fundamental acting techniques, including control and variation of volume, tone, inflection, pitch, pacing, eye-contact, facial expression, gesture, body-language, and gaze. The course is open to all students who have taken one of the possible prerequisites, but would be of particular interest to those majoring or thinking of majoring in English Literature or Creative Writing (or minoring in English or Theater), as well as any student wishing to learn about poetry and develop their abilities in critical and expressive reading, critical writing, memorization, and public speaking.

Prerequisites: L.ENG-105 or L.ENG-111. 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 *The Tempest*, Aime Cesaire *A Tempest, I, Rigoberta Menchu*, Leslie Marmon Silko *Ceremony*, Alexander Solzhenitsyn *One Day in the Life of Ivan Denisovich*, Aldous Huxley *Brave New World*, Rebecca Solnit *A Paradise Built in Hell*.

Prerequisites: L.LIB- 100, L.ENG-105, L.LIB-110, 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.ENG-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.ENG-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.ENG-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-234: The Fractured Fairy Tale-EC

This course is a hybrid of multiple genres (history, folklore, sociology, literature, and creative writing) which will explore the moral and sociological themes present in familiar canonical fairy tales such as "Snow White," "Beauty And The Beast," "Cinderella," and "Little Red Riding Hood," some of which linger to this day. These, however, will be coupled with more contemporary retellings that challenge some of the moral and gender-based prescriptions of the original stories. Lastly, as an additional way of understanding these texts, we will be choosing an original fairy tale and writing a revisionist response ourselves. Prerequisites: Completion of, or current enrollment in, L.LIB-105 or L.ENG-105 or L.ENG-111. 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.ENG-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

Writing the Midwest Landscape is an introductory level creative nonfiction writing workshop focusing on Midwest nature writing. Students read published works of creative nonfiction thematically connected to the Midwestern landscape and workshop their own nonfiction writings, including a video-essay. Required full-day sessions include two required winter hikes to locations within a 15-minute drive for digital photography and a day-long writing retreat at Sinsinawa Mound. 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.ENG-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.ENG-105, or L.ENG-111. 3 credits

L.ENG-239: Creative Nonfiction Writing-AA, EC

An introductory level workshop in which students write, workshop, and receive feedback on creative nonfiction essay forms in a writing workshop setting. Students also analyze the writing techniques of published authors. Prerequisites for AA course: 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-240: The Nature of Nature in Ireland-EC

This course examines the intersection of the Irish people and landscape throughout history through creative nonfiction accounts and through informative readings and discussions about mythology, history, archaeology, and geology. 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 the landscape. A final project has students write about place in their own local landscapes. 3 credits.

L.ENG-241: Mississippi River: Lore & Legacy-EC

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-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, EC

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 for AA course: L.LIB-100, L.ENG-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. No prerequisites for EC course. 3 credits.

L.ENG-252: The Law in American Film & Fiction-AA, EI

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 for AA course: L.LIB-100, L.ENG-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. No prerequisites for EI course. 3 credits.

L.ENG-253: Native Voices, Native Lives-EC

This 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' 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.ENG-105 or L.LIB-110. Instructor's permission required. No prerequisites for EC course. 3 credits.

L.ENG-253: Native Voices, Native Lives-Online Course Description

This online literature and culture course encourages students to examine—through encounters with historical and popular literature and film, self-narrative reading and writing, and mythology—several aspects of Native American culture and its depiction. Topics include spirituality and religion, history and tradition, gender and identity, Native laws and US governance, and the importance of language, storytelling, and communication to those inside and outside of “the Reservation.” Students will read, reflect, write about, and discuss the impact of fiction and creative non-fiction written by and about Native/Indigenous people, including but not limited to the Cherokee, Ho-Chunk, and Oglala, and they will make direct connections to their own lives and lived experiences. 3 credits.

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.ENG-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.ENG-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-267: Gender, Disability, and War-AI, EI

This course traces cultural understandings of national, gender, and personal identity by examining texts that focus on the relationship between society and war, and on the resonance of these issues in American culture. Students will explore these issues by engaging with guest speakers, a day trip to the Wisconsin Veterans Museum in Madison, WI, and through community-based learning with the Veteran Community in Dubuque. Approved for Community Based Learning. Restriction: Not open to first year students. 3 credits. January term.

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-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.ENG-105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-277: Rhetoric and Political Engagement-EI

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.ENG-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.ENG-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 Maria Edgeworth, Lady Gregory, W. B. Yeats, James Joyce, Brian Friel, Seamus Deane, Connor MacPherson, and Roddy Doyle. 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, EI

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. Prerequisites for AC course: L.LIB-100, L.ENG-105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.ENG-290: Canadian Imagination-AC, EC

An introductory course in Canadian literature, including fiction, nonfiction, poetry, and drama, with a focus on understanding the fundamental nature and conventions of literature as an art form and field of study, including the ways in which literature both reflects and shapes human experience. Students will engage with the literary works they read by asking questions and discussing them, by writing critical and personal essays, and also, in the case of poetry and drama, by memorizing and reciting poems and passages from plays using performance techniques. Authors may include Alice Munro, Mavis Gallant, Sheila Heti, Northrop Frye, Daryl Hine, P. K. Page, George F. Walker, Anne-Marie MacDonald, Gabrielle Roy, Marie-Claire Blais, Tomson Highway, John Glassco, Thomas King, Michel Tremblay, Robertson Davies. Prerequisites for AC course: L.LIB-100, L.ENG-105, L.LIB-1 10, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. No prerequisites for EC course. 3 credits.

L.ENG-291: Ancient Greek Literature-EC

An introductory course in ancient Greek literature in English translation, with a focus on understanding the fundamental nature and conventions of literature as an art form and field of study, including the ways in which literature both reflects and shapes human experience. Readings will include epic and lyric poems, tragic and comic plays, and ancient critical works about literature. Authors may include Homer, Hesiod, Sappho, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Longinus, Menander, and Theocritus. Students will engage with the literary works they read by asking questions and discussing them, by writing critical and personal essays, and also by memorizing and reciting poems or passages from plays using performance techniques. No prerequisites. 3 credits.

L.ENG-292: Ancient Latin Literature-EC

An introductory course in ancient Latin literature in English translation, with a focus on understanding the fundamental nature and conventions of literature as an art form and field of study, including the ways in which literature both reflects and shapes human experience. Readings will include epic and lyric poems, tragic and comic plays, and ancient critical works about literature. Authors may include Virgil, Ovid, Horace, Longinus, Catullus, Plautus, Terence, Seneca, and Propertius. Students will engage with the literary works they read by asking questions and discussing them, by writing critical and personal essays, and also by memorizing and reciting poems or passages from plays using performance techniques. No prerequisites. 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

An intensive study of several major twentieth-century American poets, such as Robert Frost, T.S. Eliot, Marianne Moore, Hart Crane, Robert Hayden, Wallace Stevens, Elizabeth Bishop, James Merrill, and Sylvia Plath. The focus will be on learning how to read, understand, and take pleasure in each of these poets by exploring his or her characteristic techniques and themes in the context of his or her life and literary milieu. The course will include online films as well as student-led classroom discussions and much challenging and rewarding reading. Assignments may include memorization and performance of poems, a narrative-critical essay, a written abstract and oral summary of a critical essay, an oral interpretation of a poem, a critical paper, and a final exam. 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

An intensive study of Shakespeare's *Sonnets* and some of the plays Shakespeare wrote before the year 1600, such as *Richard III*, *Love's Labour's Lost*, *Romeo and Juliet*, *Richard II*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Henry IV Parts 1 and 2*, *Much Ado about Nothing*, *Julius Caesar*, and *As You Like It*. The focus will be on learning how to read, understand, and take pleasure in these poems and plays by exploring Shakespeare's characteristic techniques and themes in the context of his linguistic, theatrical, and literary milieu. The course will include films as well as classroom discussions and much challenging and rewarding reading. Assignments may include memorization and performance of sonnets and passages from the plays, a narrative-critical essay, a written abstract and oral summary of a published critical essay, an oral interpretation of a scene from a play, a critical paper, and a final exam. 3 credits.

L.ENG-334: Shakespeare After 1600

An intensive study of Shakespeare's *Sonnets* and some of the plays Shakespeare wrote around and after the year 1600, such as *Hamlet*, *Twelfth Night*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Anthony and Cleopatra*, *The Winter's Tale*, and *The Tempest*. The focus will be on learning how to read, understand, and take pleasure in these poems and plays by exploring Shakespeare's characteristic techniques and themes in the context of his linguistic, theatrical, and literary milieu. The

course will include films as well as classroom discussions and much challenging and rewarding reading. Assignments may include memorization and performance of sonnets and passages from the plays, a narrative-critical essay, a written abstract and oral summary of a published critical essay, an oral interpretation of a scene from a play, a critical paper, and a final exam. 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: British Major Figures

A seminar focusing on one or several English writers of poetry, fiction or drama. 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.ENG-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.ENG-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

This is an advanced workshop course in the art of writing poetry, with an emphasis on poetics and technique. There will be regular reading and writing assignments, and three individual conferences with the professor. The course is open to any student who has passed ENG 238 Poetry Writing. 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: L.ENG-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.ENG-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.ENG-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.

L.ENG-493: English Practicum: Literary Journal Editing & Production

This course is an experiential learning practicum wherein students will contribute to the production of a nationally-read, undergraduate-only literary journal. Students will take part in every aspect of the publishing process: solicitation, selection of submissions, ordering, layout, proofing, and final publication. Catfish Creek is a unique opportunity for students to experience the publishing process from the other side of the submissions queue. Instructor permission required. 1 credit. Can be repeated up to four times for credit.

EXPERIENTIAL LEARNING

L.EXP-100: Foundations for College Success

This course is designed to help first-year students develop the skills, behaviors, and attitudes that lead to college success. Topics will include time management, critical reading, test & note taking strategies, using campus resources, and effective communication. This course is designed to serve as a supplement to the Modes of Inquiry course, providing more in depth discussion and exploration of transitional and academic success topics. 1 Credit. Fall Term.

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-151: DuSTEM Seminar I

The DuSTEM seminar series promotes developing skills to succeed in STEM fields. In this course, students will both interact with STEM majors as well as develop skills to improve academic success. This is the first part of the series focusing on development of general academic skills. Restriction: Instructor Permission Required. Must be part of the DuSTEM Program. Fall semester. 1 credit.

L.EXP-152: DuSTEM Seminar II

Effective oral communication is viewed as an essential life skill that every person must possess in order to function in contemporary society. This experiential course engages literary analysis and

communication for oral interpretive performance, and aims to balance the development of both analytic and performance skills. The course endeavors to develop, reinforce and evaluate communication for public settings, with a view of public communication as a form of performance (not conversation), and narrative as the most resonant form of public communication. The course content and experiences will enable students to assume their responsibilities as message interpreters/creators, senders, receivers and evaluators. Hence, the course is designed to make students competent, critical, confident, literate and highly engaging communicators. Restriction: Instructor permission required; must be part of the DuSTEM program. 1 credit. Offered spring term.

L.EXP-194: Exploratory Internship

Variable credit.

L.EXP-200: Leadership Seminar

This course studies leadership styles, skills, and functions of leadership. The purpose of the Leadership Seminar is to prepare students to assume increasingly responsible leadership roles in their personal, professional, and academic lives. As such, this course will engage students to think critically about the subject matter and how these concepts have bearing on their lives. The interdisciplinary approach of this class makes the course a valuable elective for any major. Instructor permission required. 1 credit.

L.EXP-201: Topics in Leadership

Topics in Leadership is a class during which a student or a small group of students learn how to function as leaders in specific settings. Students work directly with a professional in a particular field (for example, Residence Life or Campus Spiritual Life) to identify, read, and discuss the literature and guidelines that define professional leadership in that designated area. Distinct from a practicum, this course does not evaluate student abilities to apply information in practical settings; rather, it assesses whether or not a student has processed the knowledge necessary to function effectively (ethically, responsibly, and according to best practices) in settings that will require them to direct others. The course is a one credit offering, but students may take it in three iterations (EXP 200, 201, 202, 203) and up to three separate times for a total of three credit hours. In all cases, the Associate Dean of Academics will approve individual sections to ensure the courses meet objectives and outcomes. Instructor permission required. 1 credit.

L.EXP-240: Global Service Learning-AC, VX

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-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. Approved for Community Based Learning. 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.RST-201. 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-101: Engaging Differences-FD

The First Year Experience begins in August when students arrive on campus and engage in an immersive experience with their Engaging Differences class. This course emphasizes active learning through critical thinking and reading and the development of the foundational skills of information literacy. The course will ask students to explore their lived experiences of diversity, equity and inclusion through exposure to Loras College's distinctive mission. 3 credits.

L.HON-102: Engaging Communities-FC

Engaging Communities guides students in the ability to participate in productive dialogue with peers on a multitude of issues. By applying critical perspectives through multiple lenses of

inquiry, students will explore the reciprocal relationship between self and community. This exploration will include participation in activities that encourage students to reflect on the significance and trajectory of their own life (or leading lives that matter). 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-230/235: Catholic Traditions-CT

Catholic Traditions is the introductory category within the Vocations area, and serves as a prerequisite to both Values in Action and Call to Participation. By promoting reflective thinking about the religious dimensions of human experience, courses within the category introduce students to the Catholic worldview, in which God's love can be seen and experienced in and through all tangible things. Regardless of whether courses analyze the Catholic worldview from within Catholicism or compare and contrast it to religious traditions beyond Catholicism, courses in the category will further students' self-understanding of their capacity to contribute responsibly to society through their discerned call to participation in the world. Courses within the category are taught from diverse disciplinary perspectives. Prerequisites: L.LIB-101, and L.LIB-105 or L.LIB-111. 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-148: Russian History through Novels-EC

Students in this class will read Russian novels (in English translation) and study themes in Russian history related to the novels they read. They will develop literary and historical analyses of the novels and learn how to use a novel as a source in the examination of a particular historical problem. In this process, students will gain insightful knowledge of some important themes in Russian history, explore relations between literature and society, and develop a basic understanding of conventions in novel writing and historical writing. First year students only. 3 credits. Fall Semester.

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-EI

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-178: East Asian History in Hollywood Films-EC

Students in this class will examine how the modern history of China and Japan is represented in Hollywood films. In order to do so, they will learn about the basic techniques of filmmaking and develop a basic understanding of the key terms used in film studies. More importantly, they will develop an in-depth understanding of the large themes in the modern history of China and Japan that are related to the Hollywood films they will watch and critique. 3 Credits.

L.HIS-182: Islamic Civilizations-EI

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, EI

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 for the AI course: 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.HIS-230: Community & Identity in the American West-AI, EI

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 for the AI course: 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-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, EI

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 for the AC course: 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, EI

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 for AC course: 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-243: The Crusades-EI

This course will examine the history of the Crusades, its role in the emergence of anti-Semitism and Islamophobia, and its relationship to the Catholic Intellectual Tradition (especially Just War Theory). The chronological focus will be on the first hundred and nine years of crusading, from the summons to the First Crusade and the conquest of Jerusalem to the fall of Jerusalem and the sack of Constantinople, the world's greatest Christian city at the time. It will look at the lives of famous characters such as the Norman general

Bohemond, the remarkable queen Melisande, the Leper-King, and the romantic favorites Richard the Lionheart and Saladin; and it will listen to the voices not only of European Christians, but also of Jews and Muslims. 3 Credits.

L.HIS-245: The Celts-AC, EI

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 for AC course: 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-246: Gollum, Gandalf, and Galadriel: JRR Tolkien Research-EC

"Gollum, Gandalf, and Galadriel" builds archival research skills through examining the fantasy writing of J.R.R. Tolkien in *The Lord of the Rings*, *The Hobbit*, and *Farmer Giles of Ham*. The course centers on a week-long experience in the Tolkien archives at Marquette University, where students will use the author's original notes and manuscripts to develop questions and discover the roots of his beloved characters, places, and events. In addition to inquiry, students will explore the craft of writing, witnessing the evolution of passages and characters through examining Tolkien's revision process. The course explores three elements of JRR Tolkien's fantasy work: literary craft, historical vision, and moral imagination. Much of what makes Tolkien's fantasy work so compelling is the degree to which it was informed by his own historical and philological studies and his personal reflection on the emerging aspects of modernism in the 20th century. Through archival and non-archival research, students will analyze the development of Tolkien's characters over multiple drafts and in his letters. 3 Credits. Offered Summer and January terms.

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. 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-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, VX

This is a January term study travel course that 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. Approved for Community Based Learning. 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-EI

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-AA

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. 1-3 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-405: Cape Verdean Cartographies

This travel study course to the island-nation of Cabo Verde is designed to provide students with interdisciplinary perspectives to contemporary developments in Cape Verdean society. The main content of the course will investigate the various developments since independence from Portugal in the 1970s such as emigration, return migration, and subsequent changes to the cultural landscape and human geography of the different islands. Students will also have the opportunity to visit Lisbon, Portugal where they will explore the various neighborhoods of the Cape Verdean community abroad. Restriction: Not open to first year students. January term. 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-IN

Emphasis in this course is on research and the production of quality papers based on primary and secondary materials. For history majors only, normally in their senior year. Cannot be repeated more than once. 3 credits. Each 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-257: Fundamentals of Public Health

This course will provide a broad overview of the field of public health, and provide an understanding of how public health affects everyone’s daily life and contributes and influences health and well-being of individuals and communities. This course aims to go beyond individual prevention and aims to provide students with a better understanding of the larger social and population-based factors that influence health and well-being of populations. Cross-listed as L.BIO-257. 3 credits. Fall term.

L.KIN-285: Motivational Interviewing-Based Communication Strategies

Students will be introduced to a highly sought after conversational skill to enhance communication in a variety of settings. This style of communication involves several strategies such as using open-ended questions and the formation of reflections in order to evoke information to further engage in productive conversation. Students will learn the foundation and strategies of motivational interviewing, and have the opportunity to practice utilizing this skill in applicable scenarios. Restriction: Sophomore standing or higher. 3 credits. January Term.

L.KIN-291: Sports Nutrition

This is an in depth study course that emphasizes the knowledge and application of sports nutrition principles through various laboratory experiences and a student led research project. Topics covered include basic nutritional concepts, energy expenditure during resistance and endurance exercise, timing and composition of pre and post competition meals, hydration recommendations, and the use of supplements for various athletic groups. This course is designed to allow students to understand the scientific process as it applies to exercise physiology and metabolism. 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-101: Engaging Differences-FD

The First Year Experience begins in August when students arrive on campus and engage in an immersive experience with their Engaging Differences class. This course emphasizes active learning through critical thinking and reading and the development of the foundational skills of information literacy. The course will ask students to explore their lived experiences of diversity, equity and inclusion through exposure to Loras College's distinctive mission. Restriction: First year FEV curriculum students only. 3 credits.

L.LIB-102: Engaging Communities-FC

Engaging Communities guides students in the ability to participate in productive dialogue with peers on a multitude of issues. By applying critical perspectives through multiple lenses of inquiry, students will explore the reciprocal relationship between self and community. This exploration will include participation in activities that encourage students to reflect on the significance and trajectory of their own life (or leading lives that matter). Restriction: First year FEV curriculum students only. 3 credits.

L.LIB-112: Patterns and Perspectives-EC

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, Math for Survival and Patterns & Perspectives. Prerequisite: 3 years of high school mathematics, including a year of Algebra II or a grade of C- or higher in L.MAT-091. 3 credits. 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: The Displaced Person: Human Dignity and 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). The course will attempt to uncover these individuals' convictions about sacramentality, mediation, and communion.

It will investigate how they were shaped by Catholic perspectives and American culture and how they shaped both. The course will pay special attention to the claims made by each of these individuals about human dignity and human rights.

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: Icon, Cross and Crescent-MC

This course will explore the spirituality of the Mediterranean's three most populous religious traditions, Orthodoxy, Catholicism, and Islam. It will seek to identify unique aspects of each of the traditions and to understand them sympathetically, but it will also search for points of continuity between them. It is not only about marking things apart; it is about bringing things that can seem alien together. 3 credits.

L.LIB-135: Jesus and Ghandi-MC

This course will examine the lives and teachings of Jesus and Gandhi as well as the religions with which they are most associated, Christianity (specifically Catholic) and Hinduism. We will compare their messages and methods and explore the implications of their ideas, especially on principles of peace-building, non-violence, spirituality, and social reform. 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-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-230: The Displaced Person: Human Dignity and Human Rights-CT

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). The course will attempt to uncover these individuals' convictions about sacramentality, mediation, and communion. It will investigate how they were shaped by Catholic perspectives and American culture and how they shaped both. The course will pay special attention to the claims made by each of these individuals about human dignity and human rights. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-230: Seasons of the Sacred-CT

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. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-230: Monastery Voices-CT

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. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-235: Catholicism and Stoicism-CT

The course introduces distinguishing features of the Catholic sacramental imagination, including the concepts of sacramentality, mediation, and communion, as well as their analogues and counterparts within Stoic thought. Prerequisites: L.LIB-100. Pre- or Co-requisite: L.LIB-105. First or second year students only. 3 credits.

L.LIB-235: Priests, Ministers, Rabbis-CT

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. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-235: Jesus and Gandhi-CT

This course will examine the lives and teachings of Jesus and Gandhi as well as the religions with which they are most associated, Christianity (specifically Catholic) and Hinduism. We will compare their messages and methods and explore the implications of their ideas, especially on principles of peace-building, non-violence, spirituality, and social reform. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-235: Religious Imagination-CT

This course will explain the theological foci of Catholic perspective and explain how they are ordered toward communion. you will explore what the notion of vocation means for you through a critical engagement with the Christ-centered principles of Sacramentality, Mediation, and Communion. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-235: Icon, Cross and Crescent-CT

This course will explore the spirituality of the Mediterranean's three most populous religious traditions, Orthodoxy, Catholicism, and Islam. It will seek to identify unique aspects of each of the traditions and to understand them sympathetically, but it will also search for points of continuity between them. It is not only about marking things apart; it is about bringing things that can seem alien together. Prerequisites: L.LIB-101, L.ENG-105 or L.ENG-111. 3 credits.

L.LIB-235: Spiritual Memoirs-CT

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-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.LIB-105; L.LIB-110; and one from L.LIB-130, L.LIB-135, or L.LIB-220. 3 credits.

L.LIB-276: Law, Technology, and Informational Privacy-EI

Privacy can be defined as the right to control access to personal information. The amount of control the law provides for privacy is generally determined by community standards as interpreted by legislatures, agencies, and the courts. Using the lens of privacy law, this course will focus on the choices we make in sharing personal information using information technology. Review, analysis and reflection on a student's choices of what personal information they share, why they make those choices, how those choices change the identity they share, and how the information differs dependent on the community receiving the information will be a focus of the course. How the shared information and thus the identity shared differ if there was no ability to limit or curate the information or the intended audience will also be addressed. Further, reflection on and analysis of the consequences of information being shared beyond its intended users will be covered. 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-105: Math of Games-QR

In this class, students will learn how to view and think about the world through the lens of mathematics. Students will form their own mathematical conjectures about games they play and determine how to test the correctness of their conjectures. The class mainly consists of collecting data while playing games during the day, and writing analytic papers about the day's experience in the evening. In this way they will learn how to reason from data and make arguments based on data. 3 credits.

L.MAT-107: Patterns and Perspective: Math in Art and Music-EC

This course uses the axiomatic and functional lenses of mathematics to both analyze and create art and music. In particular, we use projective geometry to develop axioms for perspective art, and we explore how mathematicians and artists tend to apply and manipulate those axioms differently. We use modular arithmetic and function transformations as a basis for understanding musical chords and counterpoint and compare that with a more conventional music theory approach. We also view and

interpret fractals as structural objects from mathematical, artistic, and musical perspectives. Prerequisite: 3 years of high school mathematics, including a year of Algebra II or a grade of C- or higher in L.MAT-091. 3 credits. January term.

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. Approved for Community Based Learning. 4 credits.

L.MAT-111: Math for K-8 Teachers II-QR

This course develops mathematical knowledge for teaching (MKT) for future elementary and middle school teachers in the areas of geometry and measurement, algebraic thinking, and statistical thinking, building on work with numbers and operations that was the focus of L.MAT-110. MKT encompasses knowledge of the subject matter and knowledge of pedagogy that are both necessary for effective classroom instruction. Of particular importance in this class is developing students' specialized content knowledge (SCK), defined as a deeper understanding of the mathematics teachers need in order to implement and interpret a variety of solution paths and respond meaningfully to student questions and misconceptions. A classic example of SCK involves multiple methods by which to multiply 35×25 . Any adult should know how to multiply 35×25 , but teachers are often faced with evaluating unconventional student methods that produce correct answers, but whose generalizability of mathematical validity are not immediately clear. A teacher with a sufficient level of SCK will be able to consider the solution strategies put forward by three different students below in order to determine each method's validity and generalizability. (Ball, Hill, and Bass, 2005) Throughout this course students will experience a variety of approaches used to teach elementary and middle school mathematics. In particular, instruction in the course will emphasize teaching for understanding by modeling student-centered pedagogies. In addition to L.MAT-110 and L.MAT-111, Elementary Education majors will also complete a mathematics methods course, L.EDU-333 Curriculum and Instruction in Mathematics. Prerequisite: L.MAT-110. 4 credits.

L.MAT-114: Problems in Quantitative Reasoning and Statistical Thinking-QR

In this course, students will grapple with problems from current events dealing with the communication and understanding of common statistical and mathematical models. Students will explore the difficulties of collecting data, calculate summary statistics, develop intuition about confidence intervals and hypothesis testing, and work with linear and exponential functions. Prerequisite: a grade of C- or better in L.MAT-091 or placement into L.MAT-114. 3 credits.

L.MAT-115: Statistics-FM, QR

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-114 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-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-QR

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.CSC-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.CSC-115, or L.EGR-116 (these last three can be taken as a co-requisite). 4 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.CSC-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.CSC-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-420: Statistical Learning

In this course, students will learn how to understand and use various methods for modeling and understanding complex datasets. Students will learn various regression techniques and classification methods. The theoretical underpinning of these methods will be covered and students will do small

projects to learn how to use the methods, culminating in a final project on a topic of the student's interest. Prerequisite: L.MAT-220, and L.MAT-250 or 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.

MANAGEMENT INFORMATION SYSTEMS

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-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-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-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-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.CSC-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.CSC-115. 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.CSC-115, L.CIT-317, L.CIT-318 and senior standing. 3 credits.

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-EC

This course develops an integrated approach to the fundamental materials of music as experienced in a diversity of historical, social, and cultural contexts and musical systems. Prerequisite: None. Other Requirements: Music Majors and Minors must be concurrently enrolled in L.MUS-103. 3 Credits.

L.MUS-102: Music Theory II

This course offers an integrated presentation of the fundamental materials of music, including harmony, chord recognition and analysis, musical forms, and beginning composition. Prerequisite: L.MUS-101 or permission of instructor. Other Requirements: Music Majors and Minors must be concurrently enrolled in L.MUS-104. 3 credits.

L.MUS-103: Aural Skills I

Aural Skills I reinforces concepts learned in music theory by developing the essential skill of turning printed music into sound, focusing on the foundational material of keys, scales, and diatonic music. The

course will introduce aural skills through well-established ear-training tools such as solfege, count-singing, rhythmic and melodic dictation, and duet work. Music Majors and Minors must be concurrently enrolled in L.MUS-101. 1 Credit.

L.MUS-104: Aural Skills II

As an intermediate course, Aural Skills II will reinforce theoretical concepts such that it will become possible for students to translate those concepts to sound, identify those concepts in performance, and ultimately use their aural skills to be more successful musicians, teachers, and performers. This course will additionally bring the Loras music majors into greater alignment with best practices for music majors across the country. Prerequisite: L.MUS-101, L.MUS-103. Other Requirements: Music Majors and Minors must be concurrently enrolled in L.MUS-102. 1 Credit.

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: Baritone

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. Prerequisite: None. 1 credit.

L.MUS-175: Woodwind Techniques

Skills and materials to organize and teach woodwind instruments in the schools. Prerequisite: None. 1 credit.

L.MUS-176: Brass Techniques

Skills and materials to organize and teach brass instruments in the schools. Prerequisite: None. 1 credit.

L.MUS-177: Percussion Techniques

Skills and materials to organize and teach percussion in the schools. Prerequisite: None. 1 credit.

L.MUS-178: Vocal Techniques

Students enrolled in this course will be introduced to the pedagogy and physiology of the voice, work with the International Phonetic Alphabet (IPA), grow in their ability to use their singing voices, and synthesize course material to teach group and individual voice lessons. Prerequisite: None. Offered every other Spring term. 1 credit.

L.MUS-181: Loras Wind Ensemble

Prerequisites: None. Other requirements: Audition and instructor permission. 0-1 credit.

L.MUS-182: Loras Jazz Ensemble

Prerequisites: None. Other requirements: Audition and instructor permission. 0-1 credit.

L.MUS-183: Loras Concert Choir

Prerequisites: None. Other requirements: Audition and instructor permission. 0-1 credit.

L.MUS-184: Loras Chamber Singers

Prerequisites: None. Other requirements: Audition and instructor permission. 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-189: Touring Choir

Students enrolled in Touring Choir will engage in musical, historical, and cultural learning that will enrich the student experience of national and international choir tours. This course is a supplement to L.MUS-183: Concert Choir and L.MUS-184: Chamber Singers and is specifically for those students involved in choir tour. Restriction: Instructor permission required; enrolled students must be participating in choir tour. 1 credit. Spring term.

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-101, L.MUS-102. Other Requirements: Music Majors and Minors must be concurrently enrolled in L.MUS-205. 3 credits.

L.MUS-205: Aural Skills III

Aural Skills III reinforces concepts learned in music theory by developing the essential skill of turning printed music into sound, focusing on the advanced material of chromatic intervals, mode mixture, and borrowed rhythms. The course will continue developing aural skills through well-established ear-training tools such as solfege, count-singing, rhythmic and melodic dictation, interval training, and duet work. Prerequisite: L.MUS-101, L.MUS-102, L.MUS-103, L.MUS-104. Other Requirements: Music Majors and Minors must be concurrently enrolled in L.MUS-203. 1 Credit.

L.MUS-215: Western European Music History from Antiquity through 1750

The course will examine the developments and stylistic features of significant musical genres, the contributions of various composers and their seminal works, and a contextualization of music history through the examination of political, social, artistic, and philosophical movements. Students will identify the above through listening; they will apply their understanding of the above through programming, research, and writing. 3 credits.

L.MUS-216: Western European Music History from 1750 through Today

The course will examine the developments and stylistic features of significant musical genres, the contributions of various composers and their seminal works, and a contextualization of music history through the examination of political, social, artistic, and philosophical movements. Students will identify the above through listening; they will apply their understanding of the above through programming, research, and writing. 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 studied periods. 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-203 or equivalent. 2 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-330: World Music and Cultures-AC

Through studying selected music and musical traditions from around the world, this course explores the ways that music is both shaped by and gives shape to the cultural settings in which it is performed. Specific case studies will be examined through listening, research, analysis, reflection and classroom instruction. Prerequisites: L.LIB-100, L.LIB-105, L.LIB-110, and L.LIB-130 or L.LIB-135. 3 credits. Spring term.

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-338: Advanced Conducting

This course is designed for those students majoring in Music or Music Education in order to further develop their conducting skills. Through drill and practice, students will be asked to develop their own personal style of conducting which is both effective and inspirational to their chosen ensembles. Students will be given ample opportunities to work with their peers and with other ensembles to improve their art of conducting. The skills taught are necessary for professional music educators as well as for those students majoring in music who wish to pursue performance opportunities. Outside of class conducting experiences will be expected of all students enrolled in this course. Prerequisite: L.MUS-230. Restriction: Not open to first year students. Offered spring semester of even years. 2 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.

L.MUS-450: Senior Capstone-IN

A culminating project and performance for all music majors. Prerequisites: Senior standing. 1 credit.

NEUROSCIENCE

L.NEU-145: Introductory Neuroscience-ES

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-115 or L.PSY-101. 4 credits.

L.NEU-201: Behavioral Neuroscience

This course will explore the structure and function relationship at the molecular, cellular, synaptic, circuit, and behavioral levels of the central and peripheral nervous systems (CNS and

PNS). To appreciate how the brain works to produce specific behaviors, topics to be covered include functional neuroanatomy and neurophysiology, sensory and motor systems, learning and memory, and emotion. Students will integrate behavioral and biological information to fully appreciate the complex workings of the brain. 3 Credits.

L.NEU-202: Research Experience

This lab course is designed to introduce students to methods utilized in neuroscience. Depending on the faculty member, the methods that will be highlighted will be either cellular and molecular techniques and animal models; or cognition-based assessments and human behavior. This lab should be taken con-currently with NEU 201 or after. 1 Credit.

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-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-391: 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.BIO-115. Restriction: Not open to first year students. Spring semester every other year. 4 credits.

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-EI

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-111: Introduction to Philosophy: J-Term-EC

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. The focus of this J-term course will be on influential allegories, parables, and dialogues developed by philosophers. Restriction: First year students only. 3 credits. January term.

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.RST-285. The courses are identical but transcripts will reflect the course number (L.RST or L.PHI) that a student registers for and completes. 3 credits.

L.PHI-350: 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: 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 L.RST-370. The courses are identical but transcripts will reflect the course number (L.PHI or L.RST) that a student registers for and completes. Course not available to first year students. 3 credits.

L.PHI-311: Business Ethics-AV, VX

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. Prerequisites for VX course: Completion of the "CT" course. 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.LIB-135, or L.LIB-220. 3 credits.

L.PHI-315: Communication Ethics-AV, VX

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. Prerequisites for VX course: Completion of the "CT" course. 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. Approved for Community Based Learning. 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.LIB-105, 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-QR

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-QR

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-QR

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-QR

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-EI**

This course is a basic introduction to the primary features of the American political system. Woven throughout the course is an exploration of some of the most pressing issues in contemporary American politics, and includes interdisciplinary perspectives on political phenomena. 3 credits. Fall semester.

L.POL-121: Issues in Global Politics-EI

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-EI

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-EI

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-EI

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-EI

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-251: The Politics of Global Sustainability-EI

This course interrogates our collective relationship to the natural environment and examines the urgent environmental problems facing us at a global level. This topic is necessarily political in that it leads us to questions of collective decision-making: how should we regulate activities that affect the environment? What are the standards of environmental sustainability that can be brought to bear to answer this question? What cultural, economic, and political obstacles stand in the way of sustainability? Toward the end of addressing such questions, this course engages students in an applied statistical social science research project, a simulation of a United Nations Climate Summit, and a local conference on sustainable community governance. Since this is an Identity, Culture, and Society (EI) Explorations course, we will also explore the role of culture and myth in shaping our relationship to the ecosystems around us. 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-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 316: Irish Politics and Identity-AI

This course examines contemporary Irish 3 and its relationship to self and identity. The development and maintenance of common identity and self-perception among the Irish will be explored. Irish nationalism and sectarianism will be part of the investigation into the competing visions of what Ireland is, and what it means to be Irish. 3 credits.

L.POL-321: War and Pacifism-AV, VX

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 for AV course: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. Prerequisites for VX course: Completion of the "CT" course. 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: Lifespan Development

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-201: Brain and Behavior

The goal of this course is to give students a comprehensive overview and understanding of the anatomy, physiology and function of the brain. After understanding the basics of neuroanatomy and neurophysiology students will apply that understanding to psychological topics including motivation, emotion, learning, memory movement, sleep, and sensory processes. Prerequisites: L.PSY-101 or L.PSY-121. 3 credits.

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 QR mathematics requirement, L.PSY-101 or equivalent. 3 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). 3 credits.

L.PSY-215: Human Sexuality-EI

This course is an introduction to the biological, psychological and social aspects of human sexuality. The course includes the study of sexuality in relation to the life cycle. It will examine the reciprocal impact of society and culture on individual identity, and of individuals on society and culture. Emphasis is placed on analyzing society and culture as they shape human behavior; evaluating how social variables (e.g., sexual orientation, gender, etc.) influence human interaction; and interpreting the nature of human identity. Students in this course will weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

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-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: 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-233: Human Motivation-EI

This course is designed to introduce students to theories of human motivation and help them learn to apply those theories to their own behavior. An emphasis will be placed on interdisciplinary applications of motivational principles. 3 credits.

L.PSY-241: Personality and Social Psychology

This course is designed to be an introduction to the scientific study of social and personality psychology for psychology majors. Students will survey major theories in personality and social psychology. They will critically evaluate the results, conclusions, and methods of social psychological research. Topics may include: social cognition social influence, prejudice, aggression, altruism, and group dynamics.

Prerequisite: L.PSY-101. Requirements: Psychology major. 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-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.LIB130, L.LIB-135, or L.LIB-220. 3 credits.

L.PSY-267: Psychology & the Arts-AA, EC

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.LIB135, or L.LIB-220. 3 credits.

L.PSY-285: Drugs & Human Behavior-AH, ES

The goal of this course is to explore the interdisciplinary field of neuroscience from a variety of perspectives while actively engaging in scientific discourse and inquiry. Many disciplines have contributed to other research questions and methods and techniques used to address these questions. Our emphases will be to obtain a sound understanding of the scientific study of the brain in order to better inform our understanding about the impact that developments in this field have on our society. Prerequisites for the AH course: L.LIB-100, L.LIB-105, L.LIB-110, and one course from L.LIB-130, L.LIB-135, or L.LIB-220. 4 credits.

L.PSY-301: Cognitive Psychology

This course will examine the theories, principles, and concepts related to the mental processes of learning, memory, and cognition. Primary topics will include historical foundations of cognitive psychology, basic processes of attention, perception and brain functioning, the complexities of memory, and higher-level thinking processes involved in problem-solving, judgment, and decision making. Students will study how these processes are enabled by the functioning of the brain, how individual differences, emotion, and motivational factors affect them, and how the cognition research can be applied to improve one's own cognitive processes.

Prerequisites: L.PSY-101, L.PSY-201, L.PSY-211. Requirements: Junior or senior standing; Psychology major. 3 credits.

L.PSY-311: 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-211 and 212. Ongoing research projects offer opportunities for the application of research design, statistical analysis, library research, report writing, and presentations at conferences. Admission by instructor only. 1 credit

L.PSY-315: 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: L.PSY-101 or L.PSY-121 and junior standing. 3 credits.

L.PSY-321: Developmental Psychology

In this developmental seminar, both classic and contemporary research will be used to examine the transactional process of development across physical, cognitive, social, and emotional domains. Students will specifically examine and apply these processes across a diverse set of demographic variables, including socioeconomic status, race and ethnicity, gender, (dis)ability, etc., through the use of a simulation and/or case studies. Prerequisite: L.PSY-101, L.PSY-201. Requirements: Junior or senior standing; Psychology majors only. 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.LIB135, or L.LIB-220. 3 credits.

L.PSY-331: Clinical Psychology

An overview of topics in Clinical Psychology including stigma, differential diagnosis, theories of psychotherapy, ethics, and addressing ethical dilemmas. Prerequisite: L.PSY-101, L.PSY-201. Requirements: Junior or senior standing; Psychology major. 3 credits.

L.PSY-341: 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. Prerequisite: L.PSY-101 or L.PSY-121 and junior standing. 3 credits.

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. Can be taken as L.EXP-394. 1 to 3 credits.

L.PSY-490: Senior Seminar-IN

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.

RELIGIOUS STUDIES AND THEOLOGY

L.RST-110: Jesus & the Gospels-EI

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.RST-150: Community of Hope: Christianity, Culture, and Salvation-EI

Students will examine cultural expressions of the human condition with particular attention to individual and social experiences of brokenness, injustice, and enslavement. Students will also examine multiple understandings of the church in light of its mission to respond to these experiences in healing, just, and liberative ways. In so doing, students will be prepared to think theologically about how the church can remain true to its message of salvation while responding meaningfully to the needs of the contemporary world. 3 credits.

L.RST-160: Worship: Foretaste of Heaven-EC

How do Christians pray? How does their prayer draw them into an experience of the reign of God? And how are those on earth, unified with those in heaven, transformed in their identity as children of God? In this course students will explore Christian liturgical prayer. They will investigate what Jesus Christ taught about the reign of God. And they will analyze the ways that these fit together to shape the life and faith of the Christian community. 3 credits.

L.RST-171: 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.RST-201: World Religions

An introductory study of major 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.RST-205: Islam in America-EI

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.RST-211: 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.RST-215: God's Literature

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. 3 credits.

L.RST-227: Little Less Than a God

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.RST or L.CTL) that a student registers for and completes. 3 credits. January term.

L.RST-228: Martyrs, Mendicants, and Masterpieces

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.RST or L.CTL) that a student registers for and completes. 3 credits. January term.

L.RST-229: 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. 3 credits. January term.

L.RST-331: 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.RST-251: Catholicism Encounters Modernity

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.RST or L.CTL) that a student registers for and completes. January term.

L.RST-256: 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, contextual, and methodological foundations for ministry and prepares students to consider a vocational response to the needs of the church today. 3 credits.

L.RST-258: Communication for Communion

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.RST or L.CTL) that a student registers for and completes. 3 credits. January term.

L.RST-262: Eucharist: Banquet of Justice

Roman Catholics consider the Eucharist to be a sacrificial ritual banquet in and through which they are unified to the heavenly and the earthly Body of Christ. Christian liturgy and the Gospel alike teach that people will recognizably experience a foretaste of the reign of God the more that they see how God transforms that which is ordinary into that which is extraordinary. Students in this community based learning J-Term course will have an opportunity to examine the lived nature of God's reign through prayer, study, and the experience of welcoming the stranger, clothing the naked, and feeding the hungry – with each other, and with guests at the Dubuque Rescue Mission. In so doing, a more robust experience of the Eucharistic celebration will be offered. *Students in this class will be required to participate (to the degree that their personal conscience and/or faith tradition allows) in daily mass and in approximately 65 service hours. Approved for Community Based Learning. 3 credits. January term.

L.RST-268: Roman Catholic Sacred Spaces-AA

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.RST-273: Issues in Social Ethics: Kenya

This interdisciplinary J-Term travel course will explore social issues in Kenya through critical ethical reflection on global social concerns and will provide students with an international experience to strengthen awareness of the global dimensions of social justice. Approved for Community Based Learning. Instructor permission required. 3 credits. January Term.

L.RST-276: Christian Sexual Morality

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. 3 credits.

L.RST-285: 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.RST or L.PHI) that a student registers for and completes. 3 credits.

L.RST-291: 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 Religious Studies major and minor and the Catholic Studies minor. 3 credits.

L.RST-310: 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.RST-312: Biblical Prophets

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. 3 credits.

L.RST-318: 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.RST-320: Belief, Unbelief & the Good Life-VX

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.RST or L.CTL) that a student registers for and completes. 3 credits.

L.RST-321: Councils, Creeds & Culture

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. 3 credits.

L.RST-360: Sacraments: Catholic Identity in Community

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? 3 credits.

L.RST-367: Roman Catholic Liturgical Music in Theology & Practice

Roman Catholic liturgy is, itself, an art form – one in which God, the artist, artistically forms people. This course explores the artistic nature of Roman Catholic liturgy by focusing on one of its most recognizable artistic elements, liturgical music. Liturgical music impacts the experience of worship, thereby directing 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. 3 credits.

L.RST-370: 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.RST) that a student registers for and completes. Course not available to first year students. 3 credits.

L.RST-371: 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.RST-378: 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.RST-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 research and write their Senior Capstone. This class is the first in a two-part sequence, concluding with either L.RST-491 or L.RST-493. Junior Religious Studies and Theology majors only. 1 credit.

L.RST-491: Thesis Writing

Review of theological research, the identification, use, and citation of sources, and the composition and writing of the thesis paper. This class is one of two options for completing the two-part sequence for the Religious Studies and Theology Senior Capstone. Pre-requisite: L.RST-399. Senior Religious Studies and Theology majors only. 3 credits.

L.RST-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. This class is one of two options for completing the two-part sequence for the Religious Studies and Theology Senior Capstone. Pre-requisite: L.RST-399. Senior Religious Studies and Theology majors only. 3 credits.

SOCIAL WORK

L.SCW-130: Introduction to Social Welfare-EI

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. Approved for Community Based Learning. 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. 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-270: Self-Care and the Helping Professions

We will begin by looking at the ACES (Adverse-Childhood Experiences Study) and the importance of Trauma Informed Care in the helping professions. We will identify compassion fatigue, secondary trauma, and burnout in relation to working with vulnerable populations. The emphasis is on the professional and their commitment and knowledge of self-care practices. Throughout the 3 weeks, we will study traditional self-care (exercising, journaling) as well as more untraditional methods (Reiki, essential oil therapy, meditation, laughter yoga, crystal healing, and many more.) Professionals from the community will be brought in to teach and practice with students. J-Term. 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-340: Social Work with Groups and Families

This is the first course in a sequence of three generalist practice courses. This course addresses practice with families and small groups and focuses on introductory skills needed to facilitate 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-231. 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-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-360: Social Work with Individuals

This is the second course in 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, SCW 340. 3 credits.

L.SCW-370: Social Policy: Formulation & Analysis-VX

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-380: Social Work with Organizations and Communities

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-360. 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 420-570 clock hours (depending on credit level) 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. 9-12 credits.

SOCIOLOGY

L.SOC-101: Sociology in Action-EI

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. Approved for Community Based Learning. Restriction: Not open to students who have taken L.SOC-115. 3 credits. January term.

L.SOC-115: Introduction to Sociology-EI

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-200: Deviance and Deviants

This course examines the causes of deviance and deviant identity, the functions of deviance, inequities surrounding deviance, and social reactions to deviance. Topics such as everyday acts of deviance, drug and alcohol use, gangs, white supremacy, sex work, cults, self-harm, paranormal beliefs, and mental health disorders may be explored. The ways in which class, race, gender, and other forms of difference affect experiences with deviance will be considered, as will several theoretical approaches to the study of deviance. 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, EI

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 for the AC course: 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-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.LIB-110, 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. Approved for Community Based Learning. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-336: 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. Spring 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 365: Research Methods and Data Analysis

An examination in the ways in which social scientists investigate society and social phenomena. The course explores issues in research design, ethics, and application and explores various methodologies in quantitative and qualitative data collection. Additionally, students will explore and employ data analysis techniques, including qualitative inquiries and statistical procedures using computer software. Students will gain experience in creating research questions and hypotheses, data collection, data coding, and analysis and interpretation. Prerequisites: Completion of Quantitative Reasoning requirement, L.SOC-101 or L.SOC-115, and one additional course in sociology. 4 credits. Fall Semester.

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. Approved for Community Based Learning. Prerequisite: L.SOC-101 or L.SOC-115. 3 credits.

L.SOC-394: Internship

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.SOC-115. 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-365, L.CRJ-323, or L.PSY-211 and L.PSY-212. 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-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-EC

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.LIB135, or L.LIB-220. 3 credits.

L.SPW-285: Asset Mapping Iowa Latinos-AI

Taught in English. This 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. Approved for Community Based Learning. 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, dispositions, content knowledge bases, application of human dignity principles, and current issues necessary to succeed in the sport business industry. The course serves as an introduction to subsequent courses in the sport management major and to the industry-related skills of budgeting, sales, scheduling, and working in groups. Approved for all terms. 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, VX

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, EI

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 for the AI course: 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 2.000 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 Junior or Senior standing, and have at least a 2.000 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-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 visual and 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: Declared endorsement in Reading K-8. 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. Students will spend time in kindergarten classrooms providing supplemental literacy instruction using current technology. Restrictions: Declared endorsement in Reading K-8. Not open to first year students. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits. January Term.

L.EDU-265: Multicultural Education-AC, EI

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 for the AC course: 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-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 elementary 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 with an emphasis on informational texts; fluency; and effectively using a variety of digital tools to support reading. Prerequisites: admission to Teacher Education; L. EDU-331, L.EDU-332, L.EDU-333, and L.EDU-335 or L.EDU-336. 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. Corequisites: 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 K-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. Restriction: 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 prerequisite: 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 prerequisite: 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. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 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 prerequisite: 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; full-day experience for nine weeks. Corequisite: L.EDU-412.

Restriction: admission to Student Teaching. 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; full-day experience for nine weeks. Corequisite: L.EDU-411.

Restriction: admission to Student Teaching. 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 Student Teaching. 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 Student Teaching. 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 Student Teaching. Graded pass/fail only. 10 credits.

L.EDU-490: Capstone Seminar & Portfolio-PJ, IN

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

LEARNING COMMONS

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 Learning Commons. For further program information, go to: Inside Loras/Academics/Academic Supports/The Learning Commons.

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 tutors, the Writing Center assists students in becoming more independent writers by focusing on the process of writing. Services include helping students with understanding an assignment, revising an initial draft, and editing a final draft. Support is provided for foundational critical thinking, close reading, and writing 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 three levels of service: Accommodation Services, the ARCH Program and the Enhanced Program. Students interested in either the ARCH Program or the Enhanced Program must apply and be admitted to the College through the regular admission process. Once admitted, students may apply for the ARCH Program or Enhanced Program.

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.**

ARCH Program-The ARCH Program is designed for students who have a primary diagnosis of Autism Spectrum Disorder. Students interested in the **ARCH 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 ARCH Program may attend a summer transition program, academic programming each semester they are enrolled in the program, as well as all components of the Enhanced Program. Students also have the option of a single room, access to a Sensory Room, peer mentors and additional programming specific to students with ASD. **An additional fee is assessed for the ARCH Program.**

See the Lynch Learning Center's 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.

SPIRITUAL 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.

SPIRITUAL 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 Dewey's Daily Meal Plan or Dewey's Dining Plan. Students living in alternative housing have the Loras Meal Plan included, but can choose a higher meal plan if desired. 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.symlicity.com/>

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.

CENTER FOR INCLUSION AND ADVOCACY

The Center for Inclusion and Advocacy 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 Dewey's Daily Meal Plan or Dewey's 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) have a Loras Meal Plan included, but can choose a higher meal plan if desired.

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 2.000 or higher GPA may live in Smyth Hall or the Byrne Oaks Apartment Complex. Students with more than 50 credits and a 2.000 GPA may live in Lynch-McCarthy Apartment Complex 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 Genesius, 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.

Nu Rho Psi, a neuroscience honor society, was established in 2006. Loras College joined this organization in 2018 as the Gamma Chapter of Iowa. Second semester sophomores and above who major or minor in neuroscience, have a 3.500 GPA in at least 9 credits of neuroscience coursework, and a 3.200 cumulative GPA are eligible for membership.

INTERCOLLEGIATE ATHLETICS

Loras College intercollegiate athletic program is a participating member of the American Rivers Conference and the NCAA Division III. Members of the Iowa Conference include Buena Vista, Central, Coe, University of Dubuque, Loras, Luther, Simpson, Nebraska Wesleyan and Wartburg. The Iowa Conference sponsors 19 conference championships for men and women. Loras College sponsors 24 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. 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 Miller 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
President	James E. Collins ('84) Loras College Dubuque, IA
Chairperson	Anthony Reardon ('72) Glendora, CA
Co-Vice Chairperson	Joseph Schiesl ('76) Triple Tree LLC Minneapolis, MN
Co-Vice Chairperson	Mary Meehan South Orange, NJ
Secretary	Tim Suther ('87) Change Healthcare Lombard, IL
J. Paul Breitbach ('60) Winston-Salem, NC	Mark Molo ('85) Molo Companies, Dubuque, IA
Troy L. Cicero ('84) MulticultuReal Communications, New Lenox, IL	Eugene (Gene) Murphy ('84) Murphy & Hourihane LLC, Chicago, IL
Rich Clayton ('87) Pleasanton, CA	Siobhan O'Connor Hartsell ('84) Northwestern Medicine Chicago Proton Cancer Center, Warrenville, IL
Mark Cloghessy ('80) Western Springs, IL	Michael D. Rice, II Evergreen, CO
Rev. Msgr. John Enzler ('69) Catholic Charities, DC, Washington, DC	Richard Scalise ('76) Naperville, IL
William C. Glynn ('68) Boise, ID	Thomas Shey ('88) Shey Systems, Hiawatha, Iowa
Greg Gumbel ('67) M3G Incorporated, Ft. Lauderdale, FL	Dr. Steven Sloan ('78) Vision Health Center, PC, Dubuque, IA

Theresa (Obermann) Hoffman ('81)

Beecher, Field, Walker, Morris, Hoffman & Johnson,
Waterloo, IA

Dennis Houlihan ('72)

Dubuque, IA

Richard J. Kenney ('63)

Wisconsin Rapids, WI

Dr. David Meyers ('72)

Chesterfield, MO

David W. Spahn ('71)

Dubuque Stamping & Manufacturing, Dubuque, IA

Sarah A Squiers ('89)

Univision Communications, New York, NY

Thomas Tauke ('72)

Alexandria, VA

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)

Thomas E. McCarty ('63)

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) +

John K. Schmidt

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
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
MORALES, Abigail A., 2018- B.A., University of Northern Iowa, 2011 M.A., St. Catherine University – St. Paul, 2016	Assistant Registrar
NELSON, Heidi M. 2019- B.S., South Dakota State University, 2008 D.P.T., University of South Dakota, 2011 D.S.c., University of Oklahoma Health Sciences Center, 2019	Director of Graduate & Continuing Education Programs
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

MILLER ACADEMIC RESOURCE CENTER

KREIN, Marissa, 2019- B.A., University of Northern Iowa, 2011 M.A., University of Northern Iowa, 2015 M.S., University of Illinois at Urbana-Champaign, 2017	Instructional Coordinator & Assessment Librarian
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, Co-Director of the Library
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, Co-Director of the Library

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

LEARNING COMMONS

CLARK, Naomi K., 2014- B.A., Southwestern Oklahoma State University, 2005 M.A., University of Missouri, 2010 Ph.D., University of Missouri, 2014	Associate Professor of English Director of Writing Center
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	Academic Counselor
WOLFF, Miriam (Mir) E., 2010- B.A., University of Iowa, 1985 M.A., The Johns Hopkins University, 1997 Ph.D., Northern Illinois University, 2015	Academic Counselor

PROFESSORS EMERITI

Allen, Paul	2006	Maslowsky, Edward	2017
Bamrick, John F. +	1992	Miller, Frank	1994
Barta, Rev. Msgr. James	1995	Morton, Rodger (Fred)	2010
Bauerly, Donna	2007	Mosiman, Steven E. +	2010
Beck, Rev. Robert R.	2010	Noonan, Gerard B.	1995
Carroll, Roy W.	2015	O'Connor, Dennis A.	2016
Dansart, Bernard R.	2000	Pauly, Deborah M.	2012
Decker, Leonard R.	2020	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
Johnson, Mary M.	2019	Sturm, Karen	2018
Kapler, Joseph E.	1989	Sula, Laddie J.	2012
Kopp, Jay +	2002	Tucker, Robert	2007
Kraus, Kenneth W. +	2000	Upstrom, John P.	2014
Lang, Rev. Charles +	2003	Willis, Daniel G.	2016
Litka, Brenda G. Tuomi	2015	Wittine, Alfred J.	2003
Mack, Teresa J.	2002	Zettel, Larry	2006
Marxen, Donald J.	2007		

+ deceased

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-BRICKER, Kristin M., 1997- B.A., Aquinas College, 1990 M.A., Syracuse University, 1992 Ph.D., Syracuse University, 1997	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
BEARD, Megan Q., 2020- B.S., University of Wisconsin-Milwaukee, 2008 M.S., University of Kentucky, 2001 Ph.D., University of Toledo, 2015	Assistant Professor of Athletic Training
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
BIR, Devayan D., 2019- B.E., Hindustan University, 2012 M.S., Iowa State University, 2017 Ph.D., Iowa State University, 2019	Assistant Professor of Engineering
BIECHLER, Elaina S., 2014- B.A., Coe College, 2008 M.A., Springfield College, 2010 Ph.D., Springfield College, 2013	Associate Professor of Kinesiology
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

CASSELLA, Sarah N., 2017- B.A., Oberlin College, 2009 Ph.D., University of Cincinnati, 2015	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 Chair, Division of Teacher Education & Behavioral Sciences
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	Associate 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	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	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	Associate Professor of Mathematics
DAIGLE, Brent, 2019- B.A., University of Missouri-St. Louis, 2002 M.Ed., Northwestern State University, 2004 Ph.D., Louisiana State University, 2008	Assistant Professor of Education
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, Ryan M., 2018- B.A., University of Northern Iowa, 2012 M.F.A., University of New Orleans, 2018	Assistant Professor Director of Theatre
DESHAW, Kathryn J., 2019- B.S., University of North Dakota, 2013 M.S., University of North Dakota, 2015 Ph.D., Iowa State University, 2019	Assistant Professor of Kinesiology
DIFILIPPO, 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	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	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
KALLBACK, Brian J., 2017- B.A., Loras College, 2002 M.A., Loras College, 2004	Assistant Professor 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	Associate Professor of English
KEHR, Andrew D., 2019- B.A., DePauw University, 2009 Ph.D., Carnegie Mellon University, 2015	Assistant Professor of Biochemistry
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 MBA, Loras College, 2018	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
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
KOHLHAAS, Angela L., 2010- B.A., Wartburg College, 2005 M.S., University of Notre Dame, 2007 Ph.D., University of Notre Dame, 2010	Associate Professor of Mathematics

<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>KRUGER, Michelle E., 2019- B.B.A., The University of Georgia, 2015 Ph.D., The University of Georgia, 2019</p>	<p>Assistant Professor of Finance</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 Chair, Division of Philosophical, Religious, Theological, Social & Cultural Studies</p>
<p>LAURITSEN, Kirstin J., 2019- B.A., Luther College, 2005 M.A., University of Northern Iowa, 2011 Ph.D., Bowling Green State University, 2017</p>	<p>Assistant Professor of Psychology</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 MBA program</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>Professor of Modern Languages and Cultures</p>
<p>LOUI, Kenny, 2020- B.A., San Francisco State University, 2005 M.A., San Francisco State University, 2008 Ph.D., Nova Southeastern University, 2017</p>	<p>Assistant Professor of Criminal Justice</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>

MARZOFKA, Patrick W., 1987- B.B.A., University of Wisconsin – Eau Claire, 1981 M.B.A., University of Wisconsin – Madison, 1982	Associate Professor of Business Administration
MASKAY, Biniv K., 2012- B.S., Illinois Wesleyan University, 2007 M.S., University of Kentucky, 2009 Ph.D., University of Kentucky, 2012	Associate Professor of Economics
MASSENA, Andrew, 2020- B.A., Westmont College, 2008 M.Div., Union Theological Seminary, NY, 2012 Ph.D., Boston College, 2020	Assistant Professor of Biblical Studies
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 Chair, Division of Language and Literature
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
MEDERSON, Mark B.A., University of Kentucky, Lexington, 1983 M.A., Texas State University-San Marcos, 2011	Assistant Professor of Media Studies
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
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 Media Studies

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
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	Associate Professor of Practical Theology Endowed Professorship, Catholic Thinkers & Leaders Program
PARKS, Kathrin (Kate) A., 2007- B.A., Loras College, 1998 M.S., Texas A&M University, 2003 Ph.D., Texas A&M University, 2007	Associate Professor of Sociology
PHILLIPSON, Traci, 2020- B.A., Nazareth College of Rochester, 2007 M.A., Marquette University, 2012 Ph.D., Marquette University, 2017	Assistant Professor of Philosophy
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	Associate Professor of Theology Sacramental/Liturgical Theologian
POHLAND, Glenn E., 2009- B.A., St. Olaf College, 1983 M.M.Ed., University of Minnesota, 1989 D.M.A., Arizona State University, 1995	Associate Professor of Music
POLLOCK, Philip (James), 2002- B.A., York University, 1991 M.A., University of Houston, 1994 Ph.D., University of Houston, 2001	Professor of English

<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 Director of Teacher Education Program</p>
<p>SCHAEFER, Craig W., 1993- B.A., Loras College, 1989 M.A., Southern Illinois University – Carbondale, 1993</p>	<p>Professor of Media Studies Director of TV Studio Chair, Division of Communication and Fine Arts</p>
<p>SCHEUERELL, Scott K., 2005- B.A., Loras College, 1995 M.A., University of Kansas, 1999 Ph.D., University of Missouri, 2006</p>	<p>Professor of Education</p>
<p>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</p>	<p>Associate Professor of Psychology</p>
<p>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.</p>	<p>Associate Professor of Business Administration</p>
<p>SCHNEE, Fred B., 1990- B.S., Brooklyn College, 1976 M.A., Brooklyn College, 1978 Ph.D., University of Oklahoma, 1983</p>	<p>Associate Professor of Biology</p>
<p>SHEALER, David A., 1998- B.A., Colgate University, 1988 M.S., Rutgers University, 1992 Ph.D., Rutgers University, 1995</p>	<p>Professor of Biology</p>
<p>SINHA, Aditi, 2001- B.S., Osmania University – India, 1988 M.S., Pondicherry University – India, 1990 Ph.D., University of Massachusetts, 2000</p>	<p>Associate Professor of Biology</p>

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
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
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